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ABSTRACT

This document contains teacher materials for a 4-unit, 1-year marketing education course in advertising and sales promotion offered in grades 11 and 12 in North Carolina. The preface contains a rationale for the development of the course, a course description, course objectives, a list of the instructional units of the course, and a list of the sections contained in each unit. A separate statement, which describes promotion (i.e., activities intended to enable goods and services to appear favorable to customers) as a major function of marketing states that this guide's purpose is to provide high school students with the initial training for career areas such as display, advertising, and sales promotion. Fifty-six competency objectives are listed for the course. Subjects of the four instructional units are: overview of advertising and promotion; advertising and publicity; visual merchandising/display; and selling. Components of each unit are: (1) a table of contents for the unit; (2) the competency goal statement and competency objectives; (3) a content-teaching outline; (4) student activities; (5) evaluation measures; (6) keys to the test items; and (7) references. (CML)

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1989

PREFACE

BACKGROUND

In the 1987 *Program of Studies*, Advertising and Sales Promotion was identified as a Marketing Education course to be offered in grades ten through twelve. This curriculum guide was developed to be used as a resource in planning and teaching the course.

COURSE DESCRIPTION

Advertising and Sales Promotion is designed for students who are interested in a career in the promotional field. Internships, simulations, and co-op experiences may be used to expand practical application of the course content.

COURSE OBJECTIVES

The broad objectives for students enrolled in Advertising and Sales Promotion are to:

A. Make realistic decisions about their future in a promotional career.
B. Increase their sales promotion competence through classroom instruction, individual projects and other occupational experiences.
C. Develop their desire to further their education in their chosen marketing field.

GUIDE CONTENTS/ORGANIZATION

The Advertising and Sales Promotion guide consists of the following units of instruction:

A. Overview of Advertising and Promotion
B. Advertising and Publicity
C. Visual Merchandise/Display
D. Selling

These units were written for the course to be offered for a year. If the course is offered for only a semester, it is recommended that each unit be included and that the number of student activities be reduced. Each unit consists of the following sections:

- A table of contents
- The competency goal statement and competency objectives
- A content/teaching outline
- Student activities (SA)
- Evaluation measures (CTIB)
- Keys to the test items
- References (PR)

To the right of the outline are planning notes, indicating when the above items should be used, with space to add additional notes or references.

It is recommended that the introduction unit of the Marketing guide be used to begin the year or semester.

PURPOSE

Promotion, the activities created to enable goods and services to appear favorable to customers, is a major function of marketing. As a career field, promotion requires creative, knowledgeable people. This guide has been developed to provide high school students with the initial training for promotion career areas, such as display, advertising and sales promotion.

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ADVERTISING AND SALES PROMOTION

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Marketing Education

4.05 Describe the nature of positive customer/client relations.
4.06 Handle customer inquiries.
4.07 Interpret business policies to customer/clients.
4.08 Open the sales presentation.
4.09 Question customers/clients for information.
4.10 Address the needs of individual personalities.
4.11 Use buying motives as the basis for sales promotion.
4.12 Facilitate customer buying decisions.
4.13 Use feature/benefit selling.
4.14 Show/create examples of the product.
4.15 Handle customer/client objections.
4.16 Close the sale.
4.17 Use suggestion selling.
4.18 Explain follow-up techniques.
4.19 Use telemarketing techniques.
4.20 Explain key factors in building a clientele.

COMPETENCY OBJECTIVES
FOR
ADVERTISING AND SALES PROMOTION

1.01 Explain and demonstrate the purposes of promotion.
1.02 Explain the forms of promotion.
1.03 Explain the concept of the promotional mix.
1.04 Explain the use of brands, trademarks and slogans.
1.05 Explain the types of media.
1.06 Explain the parts of a printed advertisement.
1.07 Set personal goals.
1.08 Explain the use of trade journals/periodicals.
1.09 Explain marketing and its importance.
1.10 Explain the relationship of business and society.
1.11 Explain marketing functions and related activities.
1.12 Explain the concept of marketing strategies.
1.13 Explain the concept of marketing and market identification.
2.01 Identify the major purposes of advertising.
2.02 Identify the types of advertising and advertisers.
2.03 Identify the use of an advertising agency.
2.04 Select promotional media.
2.05 Prepare advertisements for various media.
2.06 Prepare an advertising budget.
2.07 Develop a six-month advertising plan.
2.08 Evaluate advertising effectiveness.
2.09 Explain promotion through publicity.
2.10 Write a news release.
3.01 Describe the relationship of visual merchandising to display and promotion.
3.02 Describe how displays contribute to selling goods and services.
3.03 Describe the career opportunities available in visual merchandising.
3.04 Identify the elements and principles of design in visual merchandising.
3.05 Create displays utilizing the different display arrangements.
3.06 Describe the types, uses and components of a window display.
3.07 Create interior displays.
3.08 Explain the uses, purposes and functions of point-of-purchase displays.
3.09 Recognize the importance of planning in developing visual merchandising.
3.10 Identify materials and tools used in visual merchandising.
3.11 Evaluate display effectiveness.
3.12 Recognize common errors in displays.
3.13. Describe the use of trade shows/exhibits.
4.01 Explain the purpose and importance of selling.
4.02 Identify the steps in the selling process.
4.03 Recognize the value of effective communications in selling.
4.04 Develop personality traits/work habits important to business.

TABLE OF CONTENTS
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OVERVIEW OF ADVERTISING AND PROMOTION

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COMPETENCIES
OVERVIEW OF ADVERTISING AND PROMOTION

COMPETENCY GOAL 1: The learner will demonstrate an understanding of the functions of advertising, promotion, business and marketing.

COMPETENCY OBJECTIVES

1.01 Explain and demonstrate the purposes of advertising and promotion.

1.02 Explain the forms of promotion.

1.03 Explain the concept of the promotional mix.

1.04 Explain the use of brands, trademarks, and slogans.

1.05 Explain the types of media.

1.06 Explain and demonstrate the parts of a printed advertisement.

1.07 Set personal goals.

1.08 Explain the use of trade journals/periodicals.

1.09 Explain marketing and its importance.

1.10 Explain the relationship of business and society.

1.11 Explain marketing functions and related activities.

1.12 Explain the concept of marketing strategies.

1.13 Explain the concept of marketing and market identification.

CONTENT/TEACHING OUTLINE
OVERVIEW OF ADVERTISING AND PROMOTION

	PLANNING NOTES
I. Understanding Advertising and Promotion	
A. Purposes of Advertising and Promotion	
1. Merchandise (Product) advertising	
a. Increase sales volume	
b. Bring shoppers into store	
c. Attract new customers	
d. Introduce new products/ideas	
e. Reinforce user satisfaction	
f. Even out levels of sales volume	
2. Institutional advertising	
a. Service availability	
b. Prestige	SA-1
3. Promotion	
a. Introduce new products	
b. Indicate product assortments	
c. Present special offers, prices and conditions of sale	
d. Coordinate related products	
e. Attract new customers	
f. Identify brands	
g. Render community service	
h. Give useful product information	CTIB 001-1.01-02
B. Forms of Promotion	
1. Publicity (verbal or written nonpaid mention of a company, product, or service is made in public information media).	
a. Advantages include:	
1) Can create, develop, and maintain goodwill	
2) Establishes a belief in all forms of sales promotion (paid and unpaid) presented by the company	
3) Communicates to the public what a company is doing in the public's interest	
4) Printed or spoken at no charge to the company	
b. Disadvantages include:	
1) Lack of control	
2) Does not direct when, where, or how the message appears	
3) Discourages customer trade, if poor	

2. Advertising (Paid message is sent to a mass audience of potential customers by an identified sponsor)
   a. Advantages include:
      1) A large number of potential buyers
      2) Presales of a product, service, or idea so that less time is needed for personal selling
      3) Drawing customers into the store to look at merchandise and to the point of personal promotion/selling
      4) Control by the company that pays for and sponsors it
      5) Information to help the customer select the right product
      6) Reduction of other expenses by creating more business
      7) Gaining acceptance of new products, services, or ideas
      8) Reduction of per unit selling expenses by allowing more efficient use of facilities
   b. Disadvantages include:
      1) Results not determined immediately
      2) Intended customer not always reached
      3) Considerable expense and coordinated efforts are involved

3. Visual Merchandising (A nonpersonal physical presentation of merchandise is made at the point-of-sale)
   a. Advantages include:
      1) Merchandise is seen by customers
      2) Merchandise can be handled
      3) Mannequins show how a garment will look when worn and accessorized
      4) Customer convenience in asking questions
      5) Window displays continue to sell even after the store has closed
   b. Disadvantages include:
      1) Merchandise often damaged, soiled, or stolen
      2) Merchandise not seen unless people intentionally visit the store or are attracted to the point-of-sale
      3) Daily maintenance and upkeep

4. Special Events (Special demonstrations, exhibits, attractions, service or sales inducement promote the sale of a product, service, or idea.)
   a. Advantages include:
      1) The increase of store traffic
      2) Interest in educational and entertaining events are developed
      3) A constant interest in the store and its activities
      4) Opportunities to receive free publicity by local media
      5) Provides merchandising impact in conjunction with other means of sales promotion
   b. Disadvantages include:
      1) Thorough planning and coordination are required
      2) A large budget may be required
5. Personal Selling (Face-to-face communication occurs between the store's representative and customers.)
   a. Advantages include:
      1) First-hand customer reactions and impressions
      2) Personal attention and service is offered customers
      3) Immediate response to customer's questions
      4) Increased sales by suggesting additional merchandise
      5) Completion of sale
      6) Overcoming objections to sale
   b. Disadvantages include:
      1) Sales lost by unqualified, uninformed sales personnel
      2) Expense of sales promotion
      3) Preference of customers for simplified selling/self-service

CTIB 001-1.02-01-02

C. Concept of the Promotional Mix

PR-1

1. Definition of Promotional Mix

PR-2, LAP 14, p. 6

2. Elements of the Promotional Mix

PR-2, LAP 14, p. 7-9

   a. Advertising
   b. Display
   c. Personal selling
   d. Public relations
   e. Sales promotion

SA-2

3. Promotional pros and cons	PR-2, LAP 14, p. 11
4. Factors to consider	PR-2, LAP 14, pp. 12-16
a. Company goals	
b. Available capital	
c. Characteristics of the product	
d. Market conditions	CTIB 001-1.03-01-02
D. Brands, Trademarks, and Slogans	
1. Brands	
a. Title given to product by manufacturer	PR-3, pp. 70-71
b. Aids in communication	
c. Makes manufacturer accountable for product quality	
2. Trademarks	PR-3, p. 72
a. Part of a brand that can be vocalized	
b. Identifies product's maker	
c. May be a symbol	
d. Should be used in every advertisement	
3. Slogans	
a. Definition	PR-2, LAP 17, p. 3
b. Characteristics	PR-2, LAP 17, pp. 3-5
c. Purposes	PR-2, LAP 17, pp. 6-7
d. Effects of job performance	SA-3 PR-2, LAP 17, pp. 10-15 SA-4 CTIB 001-1.04-01-02
E. Types of Media	
1. Print	PR-5, p. 15
a. Newspapers	
1) Strong points	
a) Universal circulation	
b) Products can be illustrated	
c) Regularly used as shopping guide	
2) Weak points	
a) May be some wasted circulation	
b) May give poor reproduction of illustration	
b. Magazines	
1) Strong points	
a) Reach large audiences	
b) Use color	
c) High quality illustrations	
2) Weak points	
a) May not reach product market	
b) Cost may be high	
c) Needs long lead time	

2. Broadcast
   a. Radio
      1) Strong points
         a) Can stimulate excitement
         b) Almost 100% home saturation
         c) Allows last-minute changes in messages
      2) Weak points
         a) Wasted circulation
         b) No use of illustrations
         c) Poorly handled message may annoy listeners
   b. Television
      1) Strong points
         a) Offers color illustration
         b) Product features can be demonstrated
         c) Uses motion and sound to attract attention
      2) Weak points
         a) May be expensive
         b) Poorly handled message may annoy viewer
3. Outdoor
   a. Strong points
      1) Impressive because of size
      2) Message repeated
      3) Permanence gives feeling of stability
   b. Weak points
      1) Expensive
      2) Not suited to direct selling
      3) Provides only brief selling message
4. Transit
   a. Strong points
      1) Low cost
      2) Offers color
      3) Well read; good repeat value
   b. Weak points
      1) Not suited to direct selling
      2) Difficult to judge how many persons are reading the message
5. Handbills
   a. Strong points
      1) Low cost
      2) Quick and easy to prepare
   b. Weak points
      1) Wasted circulation
      2) Distribution expensive/uncertain
      3) Some resentment because of clutter

6. Point-of-purchase	PR-4, p. 246
a. Strong points	
1) Can use cards, posters, displays	
2) Placed near specific product	
3) Focuses attention on goods at purchase	
b. Weak points	
1) Sometimes causes clutter at counter	
2) Requires constant changing and upkeep	CTIB 001-1.05-01-02
F. Parts of Printed Advertisement	PR-5, pp. 37-44
1. Main elements	
a. Headline	
b. Copy	
c. Price	
d. Business identification (logo)	
e. Illustration	SA-5
2. Other elements	
a. White space	
b. Border	
c. Sub-headline	CTIB 001-1.06-01-02
II. Economics (For detailed information on Economics see Marketing Curriculum Guide.)	
A. Definition of Economics	
B. Economic Goods and Service	
C. Supply and Demand	
D. Pricing	
E. Profit	
F. Risk	
G. Competition	
H. Business Cycles	
III. Career Development	
A. Personal Goals	
1. State Goal	PR-2, LAP 7, p. 9
2. Develop Plan for Achieving Goal	PR-2, LAP 7, pp. 10-11
3. Record Progress	PR-2, LAP 7, pp. 11-12
4. Continue	SA-6, LAP 7, p. 12
	PR-2, LAP 7, p.14
	SA-7
	SA-8
	CTIB 001-1.07-01-02

B. Trade Journals/Periodicals	SA-9
1. *Advertising Age* (Advertising)	
2. *Women's Wear Daily* (Fashion Merchandising)	
3. *Consumer Reports* (Any Business)	
4. *Cross Country Skiing* (Outdoor)	
5. *Farm Journal* (Agriculture/Horticulture)	
6. *New York Times* (Any Business)	
7. *Southern Living* (Advertising/Tourism)	
8. *National Geographic Traveler* (Tourism)	CTIB 001-1.08.01-01-02
IV. Marketing Functions and Concepts	
A. Marketing and its importance	PR-4, pp. 5-13
1. What is marketing?	
2. The marketing concept	
3. Creation of utilities adds value	
4. Cost of marketing	
5. Why marketing?	CTIB 001-1.09-01-02
B. Relationship of Business and Society	PR-4, LAP 17, pp. 17-20
1. Engages in research and development	SA-10
2. Creates jobs	
3. Contributes to public welfare	CTIB 001-1.10-01-02
C. Marketing Functions and Related Activities	PR-4, pp. 13-16
1. Exchange functions	
a. Buying	
b. Selling	
2. Physical distribution functions	
a. Transporting	
b. Storing	
3. Facilitating functions	
a. Standardizing and grading	
b. Financing	
c. Risk taking	
d. Market information	CTIB 001-1.11-01-02
D. Marketing Strategies	PR-4, p. 91-104
1. The target market	
2. The marketing mix	
3. Marketing strategy and the product life cycle	
4. Nonprice competition and governmental regulation of prices	
5. Policies and practices in marketing	
6. Goals of society and the marketing strategy	CTIB 001-1.12-01-02

E. Marketing and Market Identification
   1. Who are the potential buyers?
   2. How many buyers are there?
   3. Where are they located?
   4. What is market segmentation?

PR-2, LAP 12, pp. 6-11
SA-11

CTIB 001-1.13-01-02

STUDENT ACTIVITIES
OVERVIEW OF ADVERTISING AND PROMOTION

Students will look through newspapers and magazines and cut out examples of ads for product and institutional advertising and sales promotion. A collage for each may be made on posterboard and displayed in the classroom.	SA-1
IDECC LAP 14, ECONOMICS AND MARKETING, (PR-2), p. 10, "Promotional Mix." Understanding Promotion--Self-check	SA-2
IDECC LAP 17, USING ADVERTISING SLOGANS IN TOURISM, (PR-2), p. 9, "Analyzing the Purpose of the Slogan."	SA-3
IDECC LAP 17, USING ADVERTISING SLOGANS IN TOURISM, (PR-2), p. 13, "You Are the Manager."	SA-4
Project 17, "Elements of An Advertisement," p. 129 from PR-15.	SA-5
IDECC LAP 7, HUMAN RELATIONS, (PR-2), p. 14, "Goal Setting II: Develop Personal Plan of Action."	SA-6
IDECC LAP 7, HUMAN RELATIONS, (PR-2), p. 14, "Goal Setting II: Goal Statements."	SA-7
IDECC LAP 7, HUMAN RELATIONS, (PR-2), pp. 15-16, "Goal Setting II: The Planning Puzzle."	SA-8
Using any of the periodicals listed in the teaching outline, have students explain why certain ads are in certain types of magazines/periodicals (e.g. WWD: designers advertise to get fashion industry's attention).	SA-9
IDECC LAP 17, ECONOMICS AND MARKETING, (PR-2), p. 11, "Business and Society: What's Missing?"	SA-10
IDECC LAP 12, ECONOMICS AND MARKETING, (PR-2), p. 12, "Market Identification: Identifying Markets."	SA-11

EVALUATION MEASURES
OVERVIEW OF ADVERTISING AND PROMOTION

COMPETENCY GOAL 1: The learner will demonstrate an understanding of the functions of advertising, promotion, business and marketing.

COMPETENCY OBJECTIVE 1.01: Explain and demonstrate the purposes of advertising and promotion.
Test Item 001-1.01-01
INSTRUCTIONS TO STUDENTS: List five purposes of advertising and promotion.

1.

2.

3.

4.

5.

Test Item 001-1.01-02
INSTRUCTIONS TO STUDENTS: Five advertisements are attached to this test item. Identify two purposes for each advertisement.

AD #1 _____

_____

AD #2 _____

_____

AD #3 _____

_____

AD #4 _____

_____

AD #5 _____

_____

AD #1

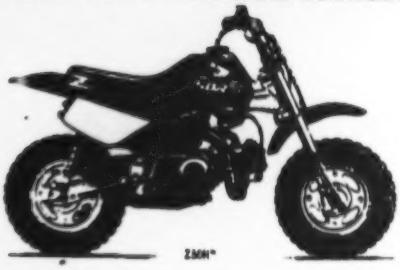
NATIONAL
VIDEO
Number Five, a.k.a. Johnny Five, is taking the big, bad city by storm in this action-packed comedy adventure for the entire family.
Watauga Village Shopping Center
264-9506
Open 7 days, Fri. & Sat. til 11 p.m.

AD #2

REVCO FILM DEVELOPING
3 CHOICES
ONE LOW PRICE
FREE 2ND SET
Kodak Colorwatch System
2ND SET FREE
12 EXPOSURE
2.99
15 EXPOSURE
3.99
24 EXPOSURE
5.99
36 EXPOSURE
7.99
4" PREMIUM
EXPRESS

AD #3

There's nothing like a shiny new bike for Christmas.



A new bike under the tree is a thrill we never outgrow. You can awaken anyones youthful memories with a smart, stylish scooter durable off road motorcycle or a great looking on road motorcycle. And when you borrow from our special Christmas selection we'll give you the ultimate stocking stuffer a $100 U.S. Savings Bond!

Huntalong apparel and accessories make wonderful gifts too. So come in today.

HONDA

Come ride with us.

BOONE HONDA

207 Depot Street — Boone, N.C.

Phone 264-9212

ALWAYS WEAR A HELMET, EYE PROTECTION AND PROTECTIVE CLOTHING.

AD #4

Western Sizzlin.

Family Steak House

LUNCHEON SPECIALS: Mon.-Fri., 11 a.m.-2 p.m.

No. 12		No. 1
CHOPPED SIRLOIN $2.99 includes choice of potato & roll	SALAD, SOUP, VEGETABLE & DESSERT BAR Only $3.89	8 OZ. SIRLOIN $4.39 includes choice of potato & roll

TRY OUR NIGHTLY SPECIALS

4 p.m. until closing — Monday through Friday

Hours
11-9 Sunday thru Thursday
11-10 Friday & Saturday

Corner of Winklers Creek Ext. & Highway 105
262-3339

Book Your Christmas Parties Early!

AD #5

TANNER
FACTORY STORE

Where you will find quality and tradition in Tanner, Tannersport, Tanner Country, Doncaster and many other fine labels.

Always
25%-75%
off regular retail

Vacation Shops
Hwy. 164 (across from Sugar Mtn. entrance)
Banner Elk, NC
704-898-5151

US 321 Bypass
Blowing Rock, NC
704-295-7311

BEST COPY AVAILABLE

COMPETENCY OBJECTIVE 1.02: Explain the forms of promotion.

Test Item 001-1.02-01

INSTRUCTIONS TO STUDENT: List the five forms of promotion.

1.

2.

3.

4.

5.

Test Item 001-1.02-02

INSTRUCTIONS TO STUDENTS: Identify each of the following items as an advantage or disadvantage to promotion. **(A=Advantage/D=Disadvantage)**. Record your answer in the blank to the left of each statement.

_____ 1. Merchandise can be seen by customer.

_____ 2. Requires daily maintenance and upkeep.

_____ 3. Creates, develops, and maintains goodwill.

_____ 4. Increases store traffic.

_____ 5. Offers personal attention.

_____ 6. Cannot determine results immediately.

_____ 7. Customers can get questions answered.

_____ 8. Sales are increased by suggested selling.

_____ 9. Very expensive.

_____ 10. Merchandise is often damaged.

COMPETENCY OBJECTIVE 1.03: Explain the concept of the promotional mix.

TEST ITEM 001-1.03-01

INSTRUCTIONS TO STUDENTS: List the five major elements in a promotional mix.

1.

2.

3.

4.

5.

TEST ITEM 001-1.03-02

INSTRUCTIONS TO STUDENT: Identify each of the following items as a **PRO** or **CON** to the promotional mix. **(P=Pro/C=Con)**. Record your answer in the blank to the left of each item.

_____ 1. Expensive

_____ 2. Personal service to customer

_____ 3. Creative

_____ 4. Time consuming

_____ 5. Creates goodwill

_____ 6. Not always clear or complete

_____ 7. Non-personal

_____ 8. Helps customer satisfy specific needs

_____ 9. Increases impulse buying

_____ 10. Can target a specific market

COMPETENCY OBJECTIVE 1.04: Explain the use of brands, trademarks, and slogans.

TEST ITEM 001-1.04-01

INSTRUCTIONS TO STUDENTS: The following are characteristics of brands and trademarks. Identify each by placing either B for Brand or T for Trademark in the blank to the left of each question.

_____ 1. Identifies product's maker.

_____ 2. Title given to a product by its manufacturer.

_____ 3. May be a symbol.

_____ 4. Should be used in every advertisement.

_____ 5. Aids in communication.

TEST ITEM 001-1.04-02

INSTRUCTIONS TO STUDENTS: Give short answers to the following questions.

1. An advertising slogan is _____.

2. Identify three (3) characteristics of a good advertising slogan:

   a.

   b.

   c.

3. What is the general purpose of any advertising slogan?

4. What are three specific purposes of using advertising slogans?

   a.

   b.

   c.

COMPETENCY OBJECTIVE 1.05: Explain the types of media.

TEST ITEM 001-1.05-01

INSTRUCTIONS TO STUDENTS: List five types of media.

1.

2.

3.

4.

5.

TEST ITEM 001-1.05-02

INSTRUCTIONS TO STUDENTS: Identify each of the following items as a **strong** or **weak point** in advertising media. **(S=Strong/W=Weak)**. Record your answer in the blank to the left of each item.

_____ 1. Good use of color

_____ 2. Expensive

_____ 3. Provides only a brief message

_____ 4. Reaches large audience

_____ 5. Large circulation

COMPETENCY OBJECTIVE 1.06: Explain the parts of a printed advertisement.

TEST ITEM 001-1.06-01

INSTRUCTIONS TO STUDENTS: Name the eight elements of a printed advertisement.

1.

2.

3.

4.

5.

6.

7.

8.

TEST ITEM 001-1.06-02

INSTRUCTIONS TO STUDENTS: Demonstrate your understanding of an ad by identifying the eight elements of the printed advertisement shown on the next page.

1.

2.

3.

4.

5.

6.

7.

8.

CASH IN WITH CASH BACK

And no payments until July.

$500 CASH BACK†

Plus Big Options Savings On New '88 Full-Size Chevy Pickups.

Scottsdale Saver Pac includes: Up-Level Scottsdale Interior/Exterior Trim, Premium Wheel Covers, Rally Wheels, Cargo Lamp, Cigarette Lighter, Heavy-Duty Heater, 34-Gallon Fuel Tank, Tinted Glass, Auxiliary Lighting, Intermittent Wipers, Heavy-Duty Shocks, Front Stabilizer Bar, AM/FM Stereo Radio, Front Appearance Package, Standard 12-MFI Fuel-injected Vortec V8, Automatic Axles, Power Steering, 5-Speed Manual

SAVE $1,200

PLUS $500 CASH BACK

$1,700 TOTAL SAVINGS

$9,768 with savings shown†††

$500 CASH BACK†

Plus Big Options Savings On New '88 Chevy S-10 Blazers!**

Tahoe Saver Pac includes: Up-Level Tahoe Interior/Exterior Trim, 2.8 Liter Fuel-Injected V6, Power Steering, Deep-Tinted Glass, Halogen Headlamps, Intermittent Wipers, Reclining Rear Seat, Reclining Front Seat-Backs, Bright Luggage Carrier, Bright Outside Mirrors, Color-Keyed Mats, Engine Compartment Lamp, Tachometer, Console, Heavy-Duty Shocks, Raised White Lettered All Season Radials, Rally Wheels, AM/FM Stereo with Seek and Scan and Clock, Air Conditioning

SAVE $1,100

PLUS $500 CASH BACK

$1,600 TOTAL SAVINGS

Chevy S-10 Blazer with Tahoe Saver Pac

$12,500 with savings shown†††

$500 CASH BACK†

Plus Big Options Savings On New '88 Chevy S-10 Pickups!**

Tahoe Saver Pac includes: Up-Level Tahoe Interior/Exterior Trim, Power Brakes, Power Steering, Intermittent Wipers, Tinted Glass, Accessory Lighting, AM/FM Stereo Cassette, Sliding Rear Window, Deluxe Chrome Rear Bumper, Raised White-Lettered All Season Radials, Rally Wheels

SAVE $1,400

PLUS $500 CASH BACK

$1,900 TOTAL SAVINGS

Chevy S-10 Pickup with Tahoe Saver Pac

$8,266 with savings shown†††

$500 CASH BACK†

On new '88 Full-Size Chevy Cargo and Passenger Vans.

Chevy Sportvan

†Take GMAC financing at participating dealers on new 1988 Chevrolet, GMC Trucks, GMC Vandura/Rally and Suburban models through GMAC. Customer must take delivery from dealer stock by 7/1/88. Not available in conjunction with certain other GMAC programs. In Michigan, GMAC representative will offer vehicles with a cash selling price of $10,000 or more. See your participating dealer for details.

††On most new 1988 Chevrolet, GMC Trucks and Vandura/Rally models in dealer stock by 7/1/88. See your dealer for details. Cash back offer excludes S-10 EL Pickup and S-10 models with 4.3L engine.

†††Savings based on comparison of manufacturer's Suggested Retail Price of dealer stock with comparably equipped vehicles. Dealer's actual price may be lower.

***Based on M.S.R.P. including dealer prep. Tax, license, destination charges and extra cost equipment additional.

THE *Heartbeat* OF AMERICA — TODAY'S CHEVY TRUCK

1.
2.
3.
4.
5.
6.
7.
8.

Overview of Advertising and Promotion
A-20

BEST COPY AVAILABLE

COMPETENCY OBJECTIVE 1.07: Set personal goals.

TEST ITEM 001-1.07-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine the best response. Record your response in the blank to the left of each statement.

_____ 1. A goal is something to be:
   a. avoided.
   b. achieved.
   c. destroyed.
   d. fantasized.

_____ 2. A goal is something that a person:
   a. fears.
   b. hopes for.
   c. dreams of.
   d. strives for.

_____ 3. A personal plan of action is designed to help you:
   a. compete with others.
   b. get what you want.
   c. achieve financial success.
   d. act independently.

_____ 4. A personal plan of action includes a list of _____ in order to achieve the goal.
   a. finances needed
   b. friends and acquaintances needed
   c. things to do
   d. individual skills needed

_____ 5. A goal should _____ be written.
   a. always
   b. sometimes
   c. seldom
   d. never

TEST ITEM 001-1.07-02

INSTRUCTIONS TO STUDENTS: Answer the following questions.

1. List the four basic steps involved in developing a personal plan of action.

   a. _____

   b. _____

   c. _____

   d. _____

2. What is a subgoal?

3. Why is it important to keep a written record of your progress in working toward a goal?

4. How should a goal be stated?

5. Why is personal determination so important in reaching goals?

COMPETENCY OBJECTIVE 1.08: Explain the use of trade journals/periodicals.

TEST ITEM 001-1.08-01

INSTRUCTIONS TO STUDENTS: Match the periodical to the area it serves.

_____	1. *Advertising Age*	A.	Fashion Merchandising
_____	2. *Southern Living*	B.	Advertising and Tourism
_____	3. *Cross Country Skiing*	C.	Any business
_____	4. *Women's Wear Daily*	D.	Advertising
_____	5. *Consumer Reports*	E.	Outdoor

TEST ITEM 001-1.08-02

INSTRUCTIONS TO STUDENTS: What marketing area is served by the following periodicals:

_____ 1. *New York Times*

_____ 2. *National Geographic Traveler*

_____ 3. *Farm Journal*

_____ 4. *Women's Wear Daily*

_____ 5. *Advertising Age*

COMPETENCY OBJECTIVE 1.09: Explain marketing and its importance.

TEST ITEM 001-1.09-01

INSTRUCTIONS TO STUDENTS: Demonstrate your understanding of marketing and its importance by completing the following with short answers.

1. Define marketing.

2. Explain the marketing concept.

3. Define utility.

4. Explain place utility.

5. Explain time utility.

6. Explain possession utility.

TEST ITEM 001-1.09-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Fill in the blank with the correct word(s).

1. Marketing costs generally account for about _____ of what a customer pays for a product.

2. Marketing costs reflect the customers' demands for added _____ .

3. Marketing began when _____ began.

4. We are living during a marketing _____ .

5. A _____ is one who does only one type of work.

COMPETENCY OBJECTIVE 1.10: Explain the relationship of business and society.

TEST ITEM 001-1.10-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine the best response. Record your response in the blank to the left of each statement.

_____ 1. In order to create new and better products and services, businesses:
a. raise the quality levels of products and services.
b. engage in research and development activities.
c. attend training seminars dealing with initiative and creativity.
d. increase the number of employees.

_____ 2. When business operations and procedures become more efficient and economical:
a. consumers are able to buy better products at lower prices.
b. monopolies are created to give certain businesses greater shares of the market.
c. consumer prices are raised in order to increase profits.
d. fewer machines are needed to produce finished products.

_____ 3. As businesses become more successful and as their profits increase:
a. the number of available jobs increases.
b. the value of the American dollar increases.
c. employees receive better retirement benefits.
d. the percentage of profits that is taxed decreases.

_____ 4. What percent of corporate profits is paid in taxes to local, state, and federal governments?
a. 10%
b. 25%
c. 40%
d. 60%

_____ 5. When businesses train and retrain people for jobs:
a. much money is spent unnecessarily.
b. the quality of life is improved for many.
c. competition among employees increases.
d. the number of management-level employees increases.

TEST ITEM 001-1.10-02

INSTRUCTIONS TO STUDENTS: Answer the following questions.

1. What do employees receive in exchange for the work that they do?

2. What often happens when businesses become successful and their profits increase?

3. What would happen if individuals did not have the opportunity to work and earn wages?

4. What percent of profits do business corporations pay in taxes each year?

5. What kinds of government services do businesses help pay for through taxes?

COMPETENCY OBJECTIVE 1.11: Explain marketing functions and related activities.

TEST ITEM 001-1.11-01

INSTRUCTIONS TO STUDENTS: Name the three(3) broad categories of marketing functions. Then list the specific functions for each broad category.

1.
   a.
   b.
2.
   a.
   b.
3.
   a.
   b.
   c.
   d.

TEST ITEM 001-1.11-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine the best response. Record your response in the blank to the left of each statement.

_____ 1. Which statement best defines "marketing functions"?
   a. The characteristics of products and services.
   b. The factors that influence the production costs for various products.
   c. The activities involved in getting products from producers to consumers.
   d. The way in which products can be used.

_____ 2. Approximately, how many major marketing functions are there?
   a. five
   b. ten
   c. fifteen
   d. twenty

_____ 3. The successful performance of marketing functions helps to assure that:
   a. Distribution channels will be expanded
   b. Costs of production will go down
   c. Competitors will be forced out of business
   d. Products and services will be profitably sold

_____ 4. Angie Doonsburg is telephoning people all over the country to determine how they feel about the new and improved soap powder, "Waves." Which major marketing function is she performing?
   a. Selling
   b. Servicing
   c. Telephone Interview
   d. Market Research

_____ 5. Cliff Hall just accepted a new job at Warner's, Inc. His job description calls for him to receive and check merchandise and to store the merchandise safely for future sale. What major marketing function is Cliff involved in?
   a. Distribution
   b. Pricing
   c. Product/Service Planning
   d. Risk Management

COMPETENCY OBJECTIVE 1.12: Explain the concept of marketing strategies.

TEST ITEM 001-1.12-01

INSTRUCTIONS TO STUDENTS: Respond with short answers.

1. Define target market.

2. The marketing mix consists of the proper combination of what four (4) elements?

   a.

   b.

   c.

   d.

3. Define product life cycle.

4. How does price affect the product life cycle?

5. How does place affect the product life cycle?

TEST ITEM 001-1.12-02

INSTRUCTIONS TO STUDENTS: Respond with short answers.

1. Define non-price competition.

2. How do government regulations affect prices in the United States?

3. Explain and give an example of non-price competition.

4. Define dumping.

5. Name three (3) important goals of our society:

   a.

   b.

   c.

COMPETENCY OBJECTIVE 1.13: Explain the concept of marketing and market identification.

TEST ITEM 001-1.13-01

INSTRUCTIONS TO STUDENTS: Define the following terms:

1. Demographic characteristics

2. Market

3. Market segmentation

4. Potential consumer

5. Wide market appeal

TEST ITEM 001-1.13-02

INSTRUCTIONS TO STUDENTS: For each of the following products, identify at least two characteristics that potential customers of that product might have.

1. Portable Television Sets

   a.

   b.

2. Electronic Calculators

   a.

   b.

3. Diamond Necklace

   a.

   b.

4. Suntan Lotion

   a.

   b.

5. Sailboats

   a.

   b.

KEY TO TEST ITEMS
OVERVIEW OF ADVERTISING AND PROMOTION

Test Item 001-1.01-01
1. Increases sales volume
2. Brings shoppers into store
3. Attracts new customers
4. Introduces new products/ideas
5. Reinforces user satisfaction
6. Evens out levels of sales volume
7. Service availability
8. Prestige
9. Indicates product assortment
10. Presents special offers
11. Coordinates related products
12. Identifies brands
13. Renders community service
14. Gives useful product information

Test Item 001-1.01-02
Answers will vary.

Test Item 001-1.02-01
1. Publicity
2. Advertising
3. Visual Merchandising
4. Special Events
5. Personal Selling

Test Item 001-1.02-02
1. A
2. D
3. A
4. A
5. A
6. D
7. A
8. A
9. D
10. D

TEST ITEM 001-1.03-01
1. Advertising
2. Display
3. Personal Selling
4. Public Relations
5. Sales Promotion

Test Item 001-1.03-02
1. C
2. P
3. P
4. C
5. P
6. C
7. C
8. P
9. P
10. P

Test Item 001-1.04-01
1. T
2. B
3. T
4. T
5. B

Test Item 001-1.04-02
1. A small group of words that is combined in a unified way to present the selling message.
2. a. Short
   b. To the point
   c. Features name of firm, product, and/or service
3. To attract attention to business, product, or service
4. a. Reminder
   b. Image
   c. Benefits

Test Item 001-1.05-01
1. Print
2. Broadcast
3. Outdoor
4. Transit
5. Handbills
6. Point of purchase

Test Item 001-1.05-02
1. S
2. W
3. W
4. S
5. S

Test Item 001-1.06-01

1. Headline
2. Copy
3. Price
4. Business Identification
5. Illustration
6. White space
7. Border
8. Sub-headline

Test Item 001-1.06-02

1. Headline
2. Sub-headline
3. Copy
4. Price
5. Illustration
6. Border
7. White space
8. Business Identification

Test Item 001-1.07-01

1. b
2. d
3. d
4. c
5. a

Test Item 001-1.07-02

1. a. State your goal
   b. Develop a plan for achieving your goal.
   c. Record your progress.
   d. Continue until you reach your goal.
2. A lesser goal which must be achieved in order to ultimately reach the main goal.
3. It gives you an indication of how you are doing, if you are on schedule, and will enable you to take corrective action if necessary.
4. Goals should be stated in specific terms.
5. If you have carefully planned your goals, you should stick to completing those goals even when the going gets tough.

Test Item 001-1.08-01

1. D
2. B
3. E
4. A
5. C

Test Item 001-1.08-02

1. Any business
2. Tourism
3. Agriculture/Horticulture
4. Fashion Merchandising
5. Advertising

Test Item 001-1.09-01

1. Marketing is the performance of activities that direct the flow of goods and services from the producer to the consumer.
2. Determining the needs and wants of the buyer is called the marketing concept.
3. Utility is the ability of goods and services to satisfy human wants.
4. Place utility means an item must be in a place where you can buy it.
5. Time utility means that a product must be available at the time you want it or it has no value to you.
6. Possession utility means it only has value to you if you possess it.

Test Item 001-1.09-02

1. 50 percent
2. Services
3. Civilization
4. Revolution
5. Specialist

Test Item 001-1.10-01

1. B
2. A
3. A
4. C
5. B

Test Item 001-1.10-02

1. Wages and fringe benefits.
2. The number of different types of jobs usually increases.
3. They would have to live a mere survival existence like our ancestors did years ago.
4. 40 percent
5. Public defense, health, education, environmental protection, highway construction, equal employment opportunities.

Test Item 001-1.11-01

1. Exchange functions
   a. Buying
   b. Selling
2. Physical distribution functions
   a. Transporting
   b. Storing
3. Facilitating functions
   a. Standardizing and grading
   b. Risk taking
   c. Market information

Test Item 001-1.11-02

1. C
2. B
3. D
4. D
5. A

Test Item 001-1.12-01

1. Identifying who your buyers are, how many buyers there are and where they are located.
2. a. Product
   b. Price
   c. Place
   d. Promotion
3. Product life cycle consists of introductory stage, growth stage, declining stage, and obsolescence stage of a product.
4. It determines how high or how low the marketer can price the product.
5. The type of product affects where it can be placed.

Test Item 001-1.12-02

1. Nonprice competition is the competition that exists between two or more businesses to attract customers from each other on a basis other than price.
2. The government monitors prices in some large companies to bring about price stability in our economy.
3. Answers will vary.
4. Dumping means that a business that has a surplus of products will sell them outside the normal marketing area.
5. a. A concern for the environment
   b. International peace
   c. Equality for minority groups
   d. Crime prevention
   e. Drug control
   f. Elimination of poverty
   g. Population control
   h. Consumer protection

Test Item 001-1.13-01

1. Characteristics that are shared by certain groups of people, like age, location, income, profession, sex.
2. Individuals with needs to satisfy and the willingness to spend money in order to satisfy these needs.
3. The process of dividing the total consumer market into smaller groups of potential customers who have common characteristics and needs.
4. Any person who would be likely to want a product or service and would be willing to spend money for it.
5. Markets for products and services that almost all people buy and use.

Test Item 001-1.13-02

1. a. Retired persons
   b. People who travel a great deal
2. a. Teenagers and young adults
   b. Students taking math courses
3. a. Single adult females
   b. Fashion conscious females
4. a. Teenagers and young adults
   b. People living near beaches
5. a. Teenagers and young adults
   b. People living near large bodies of water

REFERENCES
OVERVIEW OF ADVERTISING AND PROMOTION

Samson and Little, *Retail Merchandising*, Cincinnati, South-Western Publishing Co., 9th edition, 1982. **PR-1**

MarkED Resource Center, Division of IDECC, Inc., Columbus. **PR-2**

Wright/Winter/Zeigler, *Advertising*, New York, McGraw Hill Book Co., 1982. **PR-3**

Warmke, R. F. and Palmer, G. D., *Principles of Marketing*, Cincinnati, South-Western Publishing Co., 1985. **PR-4**

Samson, Harland E., *Advertising Planning and Techniques*, Second edition, Cincinnati, South-Western Publishing Co., 1985. **PR-5**

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"Marketing and Advertising--Insights into Economics," Proctor and Gamble, Educational Service, P. O. Box 559, Cincinnati, OH 45201, ($4.95 for a portfolio of information)

COMPETENCIES
ADVERTISING AND PUBLICITY

COMPETENCY GOAL 2: The learner will demonstrate the ability to plan and design advertising and publicity.

COMPETENCY OBJECTIVES

2.01 Identify the major purposes of advertising.
2.02 Identify the types of advertising and advertisers.
2.03 Identify the use of an advertising agency.
2.04 Select promotional media.
2.05 Prepare advertisements for various media.
2.06 Prepare an advertising budget.
2.07 Develop a six-month advertising plan.
2.08 Evaluate advertising effectiveness.
2.09 Explain promotion through publicity.
2.10 Write a news release.

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ADVERTISING AND PUBLICITY

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ADVERTISING AND PUBLICITY

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1. What	
2. Why	
3. Where	
4. When	
5. How	
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1. Methods	
a. Posttesting Ads	
b. Pretesting Ads	
2. Recordkeeping	
a. Merchandise	
b. Date and day	
c. Medium (size or length)	
d. Cost	
e. Sales increase	
f. Weather and business climate	
g. Other promotions	CTIB 002-2.08-01-02
II. Publicity	
A. Definition	PR-5, pp. 6-8
B. Goals	
1. Maintain or improve image of business	PR-3, pp. 337-340
2. Show business as a contributor to community	
3. Increase awareness of business, services, or products	
4. Reduce promotional costs	
C. Uses	
1. New products	
2. Employee promotions	
3. Opening of new business or new branch	
4. Special events	
D. Types	
1. Free	
2. Special	CTIB 002-2.09-01-02
E. Preparing news releases	PR-2, p. 339
1. Use five W's formula	
a. Who: The person or the company involved	
b. What: The important event or item	
c. When: The time and date	
d. Where: The specific location	
e. Why: The reason for the specific event or item	
2. Concentrate on the first paragraph	
3. List contact person for additional information	
4. Indicate release date	CTIB 002-2.10-01-02

STUDENT ACTIVITIES
ADVERTISING AND PUBLICITY

In *Advertising Planning and Techniques* (PR-5) complete Project 3, page 99.	SA-1
In *Advertising Planning and Techniques* (PR-5) complete Project 5, page 103.	SA-2
In *Advertising Planning and Techniques* (PR-5) complete Project 9, page 107.	SA-3
In *Advertising Planning and Techniques* (PR-5) complete Project 21, page 137.	SA-4
In *Advertising Planning and Techniques* (PR-5) complete Project 23, page 141.	SA-5
In *Advertising Planning and Techniques* (PR-5) complete Project 24, page 143.	SA-6
In *Advertising Planning and Techniques* (PR-5) complete Project 25, page 145.	SA-7
In *Advertising Planning and Techniques* (PR-5) complete Project 26, page 151.	SA-8
In *Advertising Planning and Techniques* (PR-5) complete Project 28, page 155.	SA-9
In *Advertising Planning and Techniques* (PR-5) complete Project 30, page 159.	SA-10
In *Advertising Planning and Techniques* (PR-5) complete Project 31, page 161.	SA-11
In *Advertising Planning and Techniques* (PR-5) complete Project 32, page 163.	SA-12
Bring and/or wear to class as many advertising specialties as you can. (Assign a specific day.) Compare the information given on the specialty items. (e.g. calendars, key rings, sweatshirts, note pads, etc.)	SA-13
In *Advertising Planning and Techniques* (PR-5) complete Project 33, page 165.	SA-14
Select any one block in your area to locate outdoor advertising billboards, etc. Write the product(s) being advertised, the location of the advertisements, the slogans and indicate the type of advertising appeal being made (quality, service, savings, etc.). List all of the products you can find in the one block area.	SA-15
In *Advertising Planning and Techniques* (PR-5) complete Project 12, page 117.	SA-16
In *Advertising Planning and Techniques* (PR-5) complete Project 13, page 119.	SA-17
In *Advertising Planning and Techniques* (PR-5) complete Project 8, page 109.	SA-18
In *Advertising Planning and Techniques* (PR-5) complete Project 9, page 111.	SA-19

EVALUATION MEASURES
ADVERTISING AND PUBLICITY

COMPETENCY GOAL 2: The learner will demonstrate the ability to plan and design advertising and publicity.

COMPETENCY OBJECTIVE 2.01: Identify the major purposes of advertising.

Test item 002-2.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine which is a major purpose of advertising. Place an **X** in the blank beside each statement which is a major purpose of advertising.

_____ 1. To support projects such as Walk-a-thons.

_____ 2. To decrease unemployment.

_____ 3. To improve the company image.

_____ 4. To develop demand for private brands.

_____ 5. To raise GNP.

_____ 6. To introduce new products or businesses.

_____ 7. To reinforce user satisfaction.

_____ 8. To increase the supply of products and services.

_____ 9. To inform and educate consumers.

_____ 10. To improve customer support.

Test item 002-2.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Write true or false in the blank to the left of each statement.

_____ 1. An effective ad may be designed to build image without mentioning a product.

_____ 2. Increased advertising will make up for bad service.

_____ 3. A purpose of advertising is to attract new customers.

_____ 4. A direct purpose of advertising is to increase company profits.

_____ 5. A major purpose of advertising is to sell the product or service.

COMPETENCY OBJECTIVE 2.02: Identify the types of advertising and advertisers.

Test item 002-2.02-01

INSTRUCTIONS TO STUDENTS: Identify the following as product advertising (**P**) or institutional advertising (**I**). Write **P** or **I** in the blank to the left of each statement.

_____ 1. Inform and educate consumers about various items.

_____ 2. Improve the image of the company.

_____ 3. Reinforce users satisfaction.

_____ 4. Convince people to enter the store to shop.

_____ 5. Support projects (walk-a-thons, etc.)

_____ 6. Gain support for ideas or projects.

Test item 002-2.02-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements on advertising. Determine if each statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. A manufacturer of consumer goods who advertises a product by its brand name is a national advertiser.

_____ 2. A store or service organization whose advertising message encourages consumers to deal with its business is a retail advertiser.

_____ 3. Advertising must be directed to the entire country to be classified as national advertising.

_____ 4. Four basic types of industrial advertising are trade, business-directed, professional, and infant advertising.

_____ 5. Farm advertising is directed toward families living on a farm, as well as farmers.

COMPETENCY OBJECTIVE 2.03: Explain the use of an advertising agency.

Test item 002-2.03-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements and determine if each statement is **true** or **false**. Write the correct response (True or False) in the blank to the left of each statement.

_____ 1. An advertising agency is a business that specializes in creating, planning, and placing ads for other businesses.

_____ 2. Advertising agencies started more than 200 years ago.

_____ 3. Most of the income of advertising agencies comes from the commissions they receive for placing clients' advertising.

_____ 4. Many companies maintain their own advertising departments.

_____ 5. Young and Rubicam is one of the largest advertising agencies in the country.

Test item 002-2.03-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Decide if each statement is **true** or **false**. Write true or false in the blank to the left of each statement.

_____ 1. Most advertising is placed with the media by commercial agencies.

_____ 2. There are thousands of advertising agencies in the country.

_____ 3. The cost of advertising is based largely on the types of media used, the number of people reached, and the amount of space or time purchased.

_____ 4. Most companies that use a wide variety of advertising media do not need to seek the help of advertising agencies.

_____ 5. The companies that use advertising agencies are referred to as clients.

Test item 002-2.03-03

INSTRUCTIONS TO STUDENTS: From the list of job titles in Column B select the one which is most appropriate for the job description given in Column A. Record the letter of your choice in the blank to the left of each statement.

		COLUMN A	COLUMN B
_____	1.	The textual material of a retail advertisement is prepared by the _____.	A. proofreader
_____	2.	The design of an advertisement is worked out by the _____.	B. layout artist
_____	3.	The proof for an advertisement is checked by the _____.	C. copywriter
_____	4.	The _____ supervises the advertising department and plans the advertising policies of a store.	D. account executive
_____	5.	A business organization that plans and prepares advertising for other business firms is called a(n) _____.	E. advertising agency
_____	6.	The individual responsible for planning and directing the advertising activities of one or more of an agency's clients is the _____.	F. advertising manager

COMPETENCY OBJECTIVE 2.04: Select promotional media.

Test item 002-2.04-01

INSTRUCTIONS TO STUDENTS: From the list of advertising media in Column B, select the one which is most appropriate for the statement given in Column A. Items in Column B may be used only once.

		COLUMN A	COLUMN B
_____	1.	Probably the cheapest type of advertising for a small business	A. Direct mail
_____	2.	Communicates both sight and sound simultaneously.	B. Radio
_____	3.	Can get message broadcast on the same day it is prepared.	C. Billboard
_____	4.	Used to attract the attention of motorists.	D. Newspaper
_____	5.	Usually read several times by more than one reader.	E. Television
_____	6.	A business can send the advertising message directly to a specific person.	F. Magazine

Test item 002-2.04-02

INSTRUCTIONS TO STUDENTS: In the questions below, select the correct response. Write the letter of your response in the blank to the left of each statement.

		COLUMN A	COMUMN B
_____	1.	What would be the most appropriate media for a large manufacturer of electronic equipment? They wish to advertise a revolutionary electronic calculator to moderate middle income families across the country.	A. Newspapers
_____	2.	What would be the most appropriate media for a supermarket in a medium-sized city to use in advertising a two-for-the-price-of-one sale on various items with a coupon redemption?	B. T.V.
_____	3.	What would be the most appropriate media for a local restaurant to use in giving the community a constant reminder that they are now serving breakfast.	C. Radio
_____	4.	What would be the most appropriate media for a local department store to use in announcing a special sale to the store's charge-card customers.	D. Direct Mail
			E. Billboards

COMPETENCY OBJECTIVE 2.05: Prepare advertisements for various media.

Test item 002-2.05-01

INSTRUCTIONS TO STUDENTS: Prepare the copy for a 30 second radio spot. Indicate the following at the top of your paper: **the desired air time, the station, the music, the potential customers and the specific time of the year.**

Test item 002-2.05-02

INSTRUCTIONS TO STUDENTS: Prepare a newspaper ad layout. **(Note to teacher: determine product or service and the size of the ad.)** Remember to incorporate all the parts of an ad layout.

COMPETENCY OBJECTIVE 2.06: Prepare an advertising budget.

Test Item 002-2.06-01

INSTRUCTIONS TO STUDENTS: Name five methods of developing an advertising budget.

1.

2.

3.

4.

5.

Test item 002-2.06-02

INSTRUCTIONS TO STUDENTS: Determine the advertising budget for **DIAMOND'S RECORD SHOP** for each month. **DIAMOND'S** spends 5% of last year's sales for advertising.

MONTH	LAST YEAR'S SALES	NEXT YEAR'S ADVERTISING BUDGET
January	$12,200	
February	$14,300	
March	$15,200	
April	$15,100	
May	$16,800	
June	$18,100	
July	$18,300	
August	$18,300	
September	$17,200	
October	$18,400	
November	$19,500	
December	$25,200	

COMPETENCY OBJECTIVE 2.07: Develop a six month advertising plan.

Test item 002-2.07-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. The advertising plan is the blue print for the firm's promotional advertising activity for the months ahead.

_____ 2. Experienced retailers believe that advertising planning is best done in six-month planning periods.

_____ 3. The advertising plan does not follow any particular cycle.

_____ 4. Once the decision has been made to advertise, a business person must consider what, why, when and how to advertise.

_____ 5. A good guideline is to advertise items that are not good sellers.

Test item 002-2.07-02

INSTRUCTIONS TO STUDENTS: Develop a six-month advertising plan for **DIAMOND'S RECORD SHOP**. Use the form below to record your plan.

DIAMOND'S SIX MONTH ADVERTISING PLAN				
MONTH	MERCHANDISE TO BE FEATURED	MEDIA	SPECIAL PROMOTION	MEDIA
JULY				
AUGUST				
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				

COMPETENCY OBJECTIVE 2.08: Evaluate advertising effectiveness.

Test item 002-2.08-01

INSTRUCTIONS TO STUDENTS: Match the method of evaluating advertising with the best description. Place the letter of your choice in the blank to the left of each statement.

_____ 1. People rate ads on believability and persuasion power.

_____ 2. People indicate ads they remember and whether the ad made an impression.

_____ 3. Sales records of two areas are compared.

_____ 4. People indicate what they remember about an ad.

_____ 5. Counting coupons collected is an example of this method.

a. Measuring sales results

b. Measuring audience recognition

c. Measuring audience recall

d. Opinion studies

e. Test-area studies

Test item 002-2.08-02

INSTRUCTIONS TO STUDENTS: You have been asked to design an Advertising Record for **DIAMOND'S RECORD SHOP**. List at least five items of information which you would include on this company's Advertising Record.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 2.09: Explain promotion through publicity.

Test item 002-2.09-01

INSTRUCTIONS TO STUDENTS: Identify the following as free publicity (**FP**) or special feature (**SP**). Write **FP** or **SP** on the line in front of each statement.

_____ 1. A new line of cars coming out called Regina Nine-Two-Fours.

_____ 2. Sponsoring a float in a parade.

_____ 3. Opening of a new branch bank in the community.

_____ 4. Helping to sponsor a scout troop.

_____ 5. Announcing the opening of a long awaited Dry Cleaner.

_____ 6. Story about Temesa's promotion as vice-president.

_____ 7. Ann's Apparel store presents a fashion show.

Test item 002-2.09-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Write true or false in the blank to the left of each statement.

_____ 1. Publicity is any paid coverage of a business by the media.

_____ 2. Advertising and publicity are synonyms.

_____ 3. Publicity is a description of an event as a news story.

_____ 4. Publicity is considered to be one of four promotional activities.

_____ 5. Publicity can be either positive or negative for a business.

COMPETENCY OBJECTIVE 2.10: Write a news release.

Test item 002-2.10-01

INSTRUCTIONS TO STUDENTS: Answer each of the following short answer questions.

1. **What are the 5 W's of a news release?**

2. **What should be included in the "lead" paragraph?**

Test item 002-2.10-02

INSTRUCTIONS TO STUDENTS: Prepare a news release for the following: **your district's MCEC.** This may be written as either a pre- or post-conference article.

KEY TO TEST ITEMS
ADVERTISING AND PUBLICITY

Test Item 002-2.01-01
1, 3, 4, 6, 7, 9, 10

Test Item 002-2.01-02
1. True
2. False
3. True
4. False
5. True

Test Item 002-2.02-01
1. P
2. I
3. P
4. P
5. I
6. I

Test Item 002-2.02-02
1. True
2. True
3. False
4. False
5. True

Test Item 002-2.03-01
1. True
2. False
3. True
4. True
5. True

Test Item 002-2.03-02
1. True
2. True
3. True
4. False
5. True

Test Item 002-2.03-03
1. c
2. b
3. a
4. f
5. e
6. d

Test Item 002-2.04-01
1. d
2. e
3. b
4. c
5. f
6. a

Test Item 002-2.04-02
1. b
2. a
3. e
4. d

Test Item 002-2.05-01
Rating sheet 10 points each
Does the radio spot have:
1. an attention getter?
2. an explanation of offer?
3. a request for action?
4. a business identification?
5. music appropriate to product and potential customer?
6. a friendly, conversational manner?
7. a straight-forward message?
8. repeated business name?
9. an appropriate selection of station?
10. an appropriate broadcast time?

Test Item 002-2.05-02
Rating sheet 10 points each
Does the Ad layout have:
1. an attention getting headline?
2. an effectively placed illustration?
3. concise, readable copy?
4. a distinctive logo?
5. benefits of product to customer?
6. a focal point?
7. business hours, address, phone number?
8. good design flow?
9. effective use of white space?
10. an effective border?

Test Item 002-2.06-01
1. No plan at all
2. By shopping events
3. According to last year's sales
4. In terms of anticipated sales
5. The objective and task method

Test Item 002-2.06-02

January	$610
February	$715
March	$760
April	$755
May	$840
June	$905
July	$915
August	$915
September	$860
October	$920
November	$975
December	$1260

Test Item 002-2.07-01
1. True
2. True
3. False
4. True
5. False

Test Item 002-2.07-02
To be evaluated by the teacher

Test Item 002-2.08-01
1. d
2. b
3. e
4. c
5. a

Test Item 002-2.08-02
Should include 5 from this list:
1. merchandise
2. date and day
3. medium--size & length
4. cost of ad
5. sales increase
6. weather & business climate
7. other promotions on product

Test Item 002-2.09-01
1. FP
2. SP
3. FP
4. SP
5. FP
6. FP
7. SP

Test Item 002-2.09-02
1. False
2. False
3. True
4. True
5. True

Test Item 002-2.10-01
1. Who, What, Where, When, Why
2. The 5 W's in one or two sentences

Test Item 002-2.10-02
Teacher is to evaluate facts, the use of 5 W's and a good lead paragraph

REFERENCES
ADVERTISING AND PUBLICITY

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Mason, Ralph E., Patricia M. Rath, and Stewart W. Husted, *Marketing Practices and Principles*. New York: McGraw-Hill Book Co., 4th ed., 1986. **PR-2**

Meyer, Warren G., E. Edward Harris, Donald P. Kohns, and James R. Stone, *Retail Marketing*. New York: McGraw-Hill Book Co., 1988. **PR-3**

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Samson, Harland, *Advertising Planning and Techniques*. Cincinnati: South-Western Publishing Co., 2nd ed., 1985. **PR-5**

Stull, William A., and Roger W. Hull, *Marketing: An Introduction*. Cincinnati: South-Western Publishing Co., 1986. **PR-6**

OTHERS

Marketing and Advertising
Procter & Gamble *Insights* into Economics
Procter & Gamble Educational Services
P.O. Box 559
Cincinnati, Ohio 45201
Price $4.95 (Excellent source)

Advertising Age

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FOR
VISUAL MERCHANDISING/DISPLAY

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COMPETENCIES
VISUAL MERCHANDISING/DISPLAY

COMPETENCY GOAL 3: The learner will demonstrate the ability to plan and design visual merchandising (displays).

COMPETENCY OBJECTIVES

3.01 Describe the relationship of visual merchandising to display and promotion.

3.02 Describe how displays contribute to selling goods and services.

3.03 Describe the career opportunities available in visual merchandising.

3.04 Identify the elements and principles of design in visual merchandising.

3.05 Create displays utilizing the different display arrangements.

3.06 Describe the types, uses and components of a window display.

3.07 Create interior displays.

3.08 Describe the uses, purposes and functions of point-of-purchase displays.

3.09 Recognize the importance of planning in developing visual merchandising.

3.10 Identify materials and tools used in visual merchandising.

3.11 Evaluate display effectiveness.

3.12 Recognize common errors in displays.

3.13 Describe the use of trade shows/exhibits.

CONTENT/TEACHING OUTLINE
VISUAL MERCHANDISING/DISPLAY

	PLANNING NOTES
I. Role of Visual Merchandising	SA-1 OR SA-2
A. Definition--Those efforts intended to make a business establishment attractive and effective in its merchandise presentation; involves the presentation of a store and its merchandise in such a manner that the goods and services offered will be purchased by customers.	CTIB 003-3.01-01-02
B. Purpose of Visual Merchandising--To sell the image, goods, and services of the store.	
C. Components of Visual Merchandising	
1. Displays	SA-3
a. exterior	
b. interior	
c. point-of-purchase (POP)	
2. Store layout	
3. Lights	
4. Signs	
5. Fixtures	
6. Building design	
7. General store decoration	
D. Components of Promotion	
1. Display	
2. Advertising	
3. Publicity	
4. Personal selling	
E. Objectives of Display	
1. Promote specific merchandise	
2. Establish an image or create customer acceptance of the business.	
F. Selling through Display	SA-4
1. Attract attention	
2. Arouse interest	CTIB 003-3.02-01
3. Create desire	
4. Build confidence	
5. Direct action	
G. Features of a Display	
1. Appropriate merchandise	
2. Central theme or focal point	
3. Merchandise information	

4. Identification of key values of goods	
5. Suggestions for use	
6. Accessibility for close-range inspection	
H. Careers in Visual Merchandising	SA-5; SA-6
1. Visual Merchandising director or manager	
2. Display specialist	CTIB 003-3.03-01-02
3. Display assistant	
4. Trimmer	
5. Free-lance specialist	
I. Trade Publications	
1. *Merchandising Power*	SA-7
2. *Visual Merchandising and Store Design*	
II. Visual Presentation Design Concepts	
A. Elements--deal with the appearance, or features, of what is being displayed.	SA-8 or SA-9; SA-10
1. Line	CTIB 003-3.04-01-02
2. Shape	
3. Size	
4. Weight	
5. Texture	
6. Color	
B. Principles--deal with the thoughtful placement of the elements	SA-12; SA-13
1. Harmony	
2. Contrast	
3. Emphasis	
4. Proportion	
5. Balance	
a. Formal	
b. Informal	
(Elements + principles = display design)	
C. Arrangements	SA-14
1. Repetition	
2. Step	CTIB 003-3.05-01-02
3. Zig Zag	
4. Pyramid	
5. Radiation	
D. Evaluation	SA-15
III. Window Presentations	
A. Types	SA-16
1. Closed	
2. Semi-closed	CTIB 003-3.06-01
3. Open	
B. Uses	
1. Related-merchandise	
2. Line-of-goods	

3. Mass display	
4. Special-event	
5. Sale	
C. Components of a Display Window	SA-17
1. Background	
2. Floor coverings	CTIB 003-3.06-02
3. Sides and ceilings	
4. Merchandise	
5. Lighting	
6. Props	
7. Signs	
D. Selecting Merchandise	SA-18
1. Sales appeal	
2. Time appeal	
3. Eye appeal	
E. Building Effective Window Displays	SA-19
1. Planning	
2. Installing	
3. Safety	
F. Evaluation	SA-20
IV. Interior Display Presentations	
A. Kinds	
1. Open	
2. Closed case	
B. Types	SA-21; SA-22; SA-23
1. Island (Gondola)	
2. End	CTIB 003-3.07-01-02
3. Platform	
4. Shadow Box	
5. Point-of-purchase	
C. Signs	SA-24
D. Evaluation	
V. Point-of-Purchase (POP) Presentations	
A. Definition--A specialized form of visual merchandising planned to reach customers who make impulse buying decisions	
B. Purposes and uses	
1. Gain customer attention	
2. Clearly identify the product	
3. Provide product information	
4. Motivate the customer to buy	
C. Functions	CTIB 003-3.08-01
1. Advertising	

2. Selling	
3. Merchandising	
D. POP Display Units	SA-25
1. Counter	
2. Sales register	CTIB 003-3.08-02
3. Floorstand	
4. Freestanding pole units	
5. Shelf units	
6. Tester units	
7. Wall units	
8. Full-line merchandise	
9. Incentive and premium	
10. Sign	
E. POP Design Systems	SA-26
1. Shelf management	
2. Frame-out	
3. Air space	
4. Boutique	
F. Evaluation	
VI. Planning Visual Presentations	CTIB 003-3.09-01-02
A. Selecting Merchandise	
B. Selecting a Theme	SA-27; SA-28
C. Sketching Display Designs	SA-29
D. Long-range Display Planning Tools	SA-30
1. Calendar	
2. Budget	
VII. Visual Merchandising Materials and Tools	SA-31
A. Display Materials	CTIB 003-3.10-01-02
1. Ready-made	
2. Custom-construction	
B. Display Department Tools	
VIII. Evaluation of Display Effectiveness	SA-32
	CTIB 003-3.11-01-02
VIX. Common Errors in Display	
A. Too Much Merchandise	CTIB 003-3.12-01-02
B. Too Little Merchandise	
C. Lack of an Underlying Theme	
D. Too Many Props	
E. Inappropriate Props	
F. Displays Changed too Seldom	
G. Displays Changed too Slowly	
H. No Display Budget	
I. Lack of Attention to Detail	

J. Errors in Applying the Principles of Design
K. Confused Customer Traffic Patterns Due to too Many POPs

X. Trade Shows/Exhibits — SA-33
A. Types — CTIB 003-3.13-01-02
1. Permanent
2. Portable
3. Single-event
B. Planning
C. Exhibit Construction
D. Exhibit Contracts

STUDENT ACTIVITIES
VISUAL MERCHANDISING/DISPLAY

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 1-7, "The Role of Visual Merchandising." Answer the following questions based on your reading: **SA-1**

1. What is the purpose of visual merchandising?
2. Define visual merchandising, sales promotion and display. What is their relationship?
3. What are the major components of sales promotion? Define each.
4. How do displays contribute to selling goods and services?
5. What do customers expect of merchandise displays?
6. What competencies are needed by a good display worker?
7. What are five common jobs in display work?

In *Retail Marketing* (PR-1) read pages 363-372, "Visual Merchandising." Answer the ten questions on page 372. **SA-2**

Give an example of each of the three types of display (exterior, interior, point-of-purchase) that you have seen recently. **SA-3**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 3 on page 79, "Selling Power of Visual Presentations." **SA-4**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 4 on page 81, "Workers in Visual Merchandising." **SA-5**

Arrange with the teacher for a guest speaker who works in visual merchandising/ display to come to class. **SA-6**

Go to the public library and find all the trade publications that deal with visual merchandising. Make a list of them to turn in. Choose two articles from different trade publications in visual merchandising, read them and write a summary of each. Tell the class about each article that you have written about and from which trade publication you got it. **SA-7**

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 8-20. Complete Project 5 on page 83, "Elements of Display Design." **SA-8**

In *Retail Marketing* (PR-1) read pages 372-379, "Creating Effective Displays." Define the terms in "Trade Talk" and answer the nine questions in "Can You Answer These?" on pages 378-379. **SA-9**

Find examples in magazine advertisements that show each of the elements (line, shape, size, weight, texture, color) of design. Cut out the entire ad, paste on poster board, and label each. Be prepared to orally explain why and how the advertisements depict each element. **SA-10**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 6 on page 85, "Using Color in Display." **SA-11**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 7 on page 89, "Principles of Display Design." **SA-12**

Find examples in magazine advertisements that show each of the principles (harmony, contrast, emphasis, proportion, balance) of design. Cut out the entire ad, past on poster board, and label each. Be prepared to orally explain how each principle is shown in the ad. **SA-13**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 8 on page 92, "Basic Display Arrangements." **SA-14**

Arrange for the class to go to a mall. Have each student bring a camera. Each student should photograph ten different displays anywhere throughout the mall. Develop the pictures into slides. Each student should prepare a script for each of his/her slides to include an analysis of each display as to the elements, principles and arrangements of design. **SA-15**

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 21-30. Complete Project 10 on page 97, "Identifying Window Presentations." **SA-16**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 11 on page 99, "Window Presentation Components." **SA-17**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 12 on page 101, "Merchandise Selection for Display." **SA-18**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 14 on page 105, "Building Window Displays." **SA-19**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 15 on page 107, "Evaluating Window Displays." **SA-20**

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 31-39 and complete Project 17 on page 111, "Interior Display Designs." **SA-21**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 20 on page 121, "Pinning Merchandise in a Visual Presentation." **SA-22**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 21 on page 123, "Flying Merchandise in a Visual Presentation." **SA-23**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete project 22 on page 125, "Designing Effective Show Cards." **SA-24**

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 40-48 and complete project 24 on page 143, "Recognizing Point-of-Purchase Displays." **SA-25**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 26 on page 147, "Point-of-Purchase Systems and Sources." **SA-26**

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 57-62 and complete Project 34 on page 163, "Developing Creative Display Ideas." **SA-27**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 35 on page 167, "Creating Visual Presentations." **SA-28**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 36 on page 171, "Sketching Display Presentations." **SA-29**

In *Visual Merchandising: Planning and Techniques* (PR-2) complete Project 37 on page 173, "Planning Display Presentations." **SA-30**

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 63-73 and complete Project 38 on page 175, "Sources of Visual Presentation Materials." **SA-31**

In *Retail Marketing* (PR-1) read page 378, "Evaluating Displays." **SA-32**

In *Visual Merchandising: Planning and Techniques* (PR-2) read pages 49-56 and complete Project 30 on page 155, "Deciding Whether to Exhibit." **SA-33**

EVALUATION MEASURES
VISUAL MERCHANDISING/DISPLAY

COMPETENCY GOAL 3: The learner will demonstrate the ability to plan and design visual merchandising (displays).

COMPETENCY OBJECTIVE 3.01: Describe the relationship of visual merchandising to display and promotion.

Test item 003-3.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response in the blank to the left of each statement.

_____ 1. The term "visual merchandising" covers efforts intended to make a business establishment attractive and effective in its merchandise presentations.

_____ 2. Promotion includes all business-initiated efforts to communicate with potential customers.

_____ 3. Display is one form of advertising.

_____ 4. The main purpose of display is to make a store or business place more attractive.

_____ 5. Display is a component of promotion.

Test item 003-3.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if the correct response is **a**, **b**, or **c**. Record the correct response in the blank to the left of each statement.

a. display
b. promotion
c. visual merchandising

_____ 1. Covers all seller-initiated efforts to communicate with potential customers.

_____ 2. The exposure of merchandise so that customers may see it, perhaps touch it, and select it for purchase if they desire.

_____ 3. Components include building design, store layout, lights, signs, fixtures, displays, and general store decoration.

_____ 4. Components include display, advertising, publicity, and personal selling.

_____ 5. A visual tool used by businesses to promote specific merchandise, and to establish an image or create customer acceptance.

COMPETENCY OBJECTIVE 3.02: Describe how displays contribute to selling goods and services.

Test item 003-3.02-01

INSTRUCTIONS TO STUDENTS: List in order the five steps of selling that good displays should accomplish.

1.

2.

3.

4.

5.

Test item 003-3.02-02

INSTRUCTIONS TO STUDENTS: A good display contributes to sales by performing several functions. List five of those functions.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 3.03: Describe the career opportunities available in visual merchandising.

Test item 003-3.03-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine the best response from the list at the top. Record your response in the blank to the left of each statement.

a. Visual merchandising manager/director
b. Display specialist
c. Display assistant
d. Trimmer
e. Free-lance specialist

_____ 1. Beginning worker who assists the display specialist in construction, installation, and maintenance of displays.

_____ 2. An individual who is skilled in display work and who provides his/her services for a fee.

_____ 3. The person responsible for planning and creating the visual presentations of the store.

_____ 4. A worker who has more experience than the assistant and is more skilled in arranging displays, fitting mannequins, and selecting and using appropriate accessories.

_____ 5. A worker knowledgeable in all aspects of display or especially talented in one aspect of display.

Test item 003-3.03-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. Display work is a good place to start a career in visual merchandising.

_____ 2. The display assistant is usually responsible for creating all exterior and interior displays in a store.

_____ 3. In a business the responsibilities for display work should be assigned to specific workers.

_____ 4. Small businesses may have their displays installed by workers who also have other responsibilities.

_____ 5. A free-lance display specialist usually is on the staff of the display department of a large department store.

COMPETENCY OBJECTIVE 3.04: Identify the elements and principles of design in visual merchandising/display.

Test item 003-3.04-01

INSTRUCTIONS TO STUDENTS: Name five of the six display elements and explain each.

1.

2.

3.

4.

5.

Test item 003-3.04-02

INSTRUCTIONS TO STUDENTS: Name the five principles of display and explain each.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 3.05: Create displays utilizing the different display arrangements.

Test item 003-3.05-01

INSTRUCTIONS TO STUDENTS: Draw a rough sketch of a display utilizing each type of display arrangement. Label each.

Test item 003-3.05-02

INSTRUCTIONS TO STUDENTS: Case study. Read and make proposals to the following questions.

John Victor is the owner-manager of Victor's Jewelry Store. To increase sales volume, John has decided to add several new lines of medium- and low-priced watches and costume jewelry. In the past John has relied on the repetition arrangement for displaying most merchandise in his store. Because you are a display consultant, he asks your assistance in identifying new ways to display his merchandise.

What types of display arrangement might John use?

What requirements must John's displays meet in order to be successful?

Therefore, which of the arrangements you identified would be best to start?

COMPETENCY OBJECTIVE 3.06: Describe the types, uses and components of a window display.

Test item 003-3.06-01

STUDENT INSTRUCTIONS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. Store window presentations may take a wide variety of forms, but the purpose of all such displays is to sell merchandise and create a favorable image.

_____ 2. Closed window designs use the entire store as a part of the display.

_____ 3. The most popular use for window display is to present a collection of related merchandise.

_____ 4. When installing a window, it is usually best to start with the smaller props and then arrange the larger use.

_____ 5. Mass displays are frequently used by specialty stores to feature fashion goods.

Test item 003-3.06-02

STUDENT INSTRUCTIONS: List five of the seven components of a display window.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 3.07: Create interior displays.

Test item 003-3.07-01

INSTRUCTIONS TO STUDENTS: Case study. Read and make proposals.

John Victor is the owner-manager of Victor's Jewelry store. To increase sales volume, John has decided to add several new lines of medium- and low-priced watches and costume jewelry. Because he has almost no closed counter space, he needs to find other ways in which to display the new merchandise.

Considering the type of merchandise, what other kinds of interior display units do you recommend for John's use?

Test item 003-3.07-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Record your response in the blank to the left of each statement.

_____ 1. Manufacturer-supplied displays positioned to encourage impulse buying are known as

a. point-of-purchase
b. shadow-box
c. ledge
d. exterior

_____ 2. Sometimes referred to as gondolas, these displays are designed through the use of large, open display tables stacked high with sale or featured merchandise.

a. end
b. island
c. shadow box
d. platform

_____ 3. An open display on a raised surface placed on the floor of the store.

a. island
b. end
c. platform
d. shadow box

_____ 4. These displays make use of store walls, ledges, wall shelves, and partitions.

a. background
b. island
c. platform
d. end

_____ 5. An enclosed display box built into a wall or placed on a counter or ledge.

a. island
b. end
c. shadow box
d. background

COMPETENCY OBJECTIVE 3.08: Describe the uses, purposes and functions of point-of-purchase displays (POPs).

Test item 003-3.08-01

INSTRUCTIONS TO STUDENTS: The following statements are examples of POPs. Write the letter of the appropriate function to the left of the statement that each example shows.

a. Advertising function
b. Selling function
c. Merchandising function

_____ 1. A tester for cologne which allows the customer to sample the product.

_____ 2. A sign indicating that certain credit cards are accepted.

_____ 3. A film display from which the customer may take merchandise.

_____ 4. Lighted units identifying in-store specials.

_____ 5. A candy display from which the customer may take merchandise.

Test item 003-3.08-02

INSTRUCTIONS TO STUDENTS: Point-of-purchase displays vary widely in design and depending on the function of the display. Name five POP units and briefly describe each.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 3.09: Recognize the importance of planning in developing visual presentation/displays.

Test item 003-3.09-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. Most "effective" displays require very little planning.

_____ 2. Multiple display themes are most effective in attracting customer interest.

_____ 3. The primary purpose of a display-planning budget is to keep track of the times when displays should be constructed.

_____ 4. The last step in successful display planning is to select the merchandise to be presented.

_____ 5. Among the most valuable sources of display ideas are various store promotions.

Test item 003-3.09-02

INSTRUCTIONS TO STUDENTS: What are five of the six possible sources of display ideas?

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 3.10: Identify materials and tools used in visual merchandising/ display.

Test item 003-3.10-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. Ready-made display materials are those created by workers in the store's display shop.

_____ 2. Mannequins are three-dimensional figures used in display to represent humans.

_____ 3. A good display background should enhance the merchandise being featured.

_____ 4. Some decorative props should be used in every visual presentation.

_____ 5. Foam core panels have a core of lightweight plastic and are easily sawed.

Test item 003-3.10-02

INSTRUCTIONS TO STUDENTS: List fi e common panel materials used in custom display construction.

1.

2.

3.

4.

5.

COMPETENCY OBJECTIVE 3.11: Evaluate display effectiveness.

Test item 003-3.11-01

INSTRUCTIONS TO STUDENTS: Devise a form that can be used to evaluate the effectiveness of a display.

Test item 003-3.11-02

INSTRUCTIONS TO STUDENTS: Write a 50 word essay on the criteria on which to evaluate the effectiveness of a display.

COMPETENCY OBJECTIVE 3.12: Recognize common errors in display.

Test item 003-3.12-01

INSTRUCTIONS TO STUDENTS: List five common errors in display.

1.

2.

3.

4.

5.

Test item 003-3.12-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. A display should have as much merchandise in it as possible.

_____ 2. Props enhance the selling message.

_____ 3. Different merchandise may be displayed together as long as one theme is apparent.

_____ 4. Displays should be changed at the time when traffic in the store is at its lowest.

_____ 5. A display should have several focal points or points of emphasis.

COMPETENCY OBJECTIVE 3.13: Describe the use of trade shows/exhibits.

Test item 003-3.13-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. Exhibits are used by manufacturers or suppliers to show their products at trade shows, conventions, or other events attracting potential buyers.

_____ 2. Permanent exhibits are shown throughout the year in marketing centers in major cities such as Dallas and Chicago.

_____ 3. It is usually best if a firm uses its standard logo in its exhibits.

_____ 4. The main reason firms give for participating in exhibits is that they want to show their products in artistic settings.

_____ 5. The most effective exhibits tend to be those having an impressive backdrop, artistic props, and variable lighting systems.

Test item 003-3.13-02

INSTRUCTIONS TO STUDENTS: List the three categories or types of exhibits.

1.

2.

3.

List three of the six questions that should be asked by a firm considering exhibiting.

1.

2.

3.

KEY TO TEST ITEMS
VISUAL MERCHANDISING/DISPLAY

Test Item 003-3.01-01
1. T
2. T
3. F
4. F
5. T

Test Item 003-3.01-02
1. b
2. a
3. c
4. b
5. a

Test Item 003-3.02-01
1. Attract attention
2. Arouse interest
3. Create desire
4. Build confidence
5. Direct action

Test Item 003-3.02-02
(Students may choose any five.)
1. Showing goods being used in action or indicating how they might be used.
2. Stimulating the sale of additional items or accessories.
3. Increasing the amount of each sale by moving the customer up to a better model or quality of product.
4. Creating an atmosphere that will invite the customer to return to the business time after time.
5. Presenting the merchandise in a way that the customer may select the appropriate product without the help of a salesperson.
6. Providing the customer with enough information that obstacles to buying are removed.

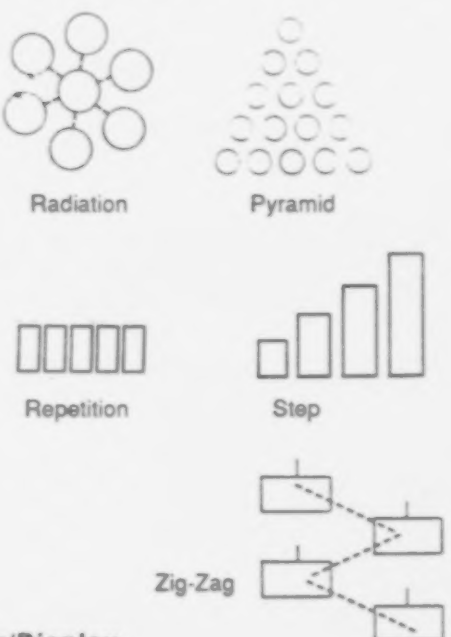
Test Item 003-3.03-01
1. c
2. e
3. a
4. d
5. b

TEST ITEM 003-3.03-02
1. T
2. F
3. T
4. T
5. F

Test Item 003-3.04-01
(Students may choose any five of the following.)
1. Line
2. Shape
3. Size
4. Texture
5. Weight
6. Color

Test Item 003-3.04-02
1. Harmony
2. Contrast
3. Emphasis
4. Proportion
5. Balance

Test Item 003-3.05.01



Test Item 003-3.05-02
John might use any of the five types of arrangements--repetition, step, pyramid, zig-zag, or radiation.

They must be open so that customers may inspect the merchandise without a salesperson's help. But they must be near a register so a salesperson can see what is going on to prevent shoplifting.

A point-of-purchase step or pyramid arrangement placed near the register or in a spot that can be easily observed by salespeople or security.

Test Item 003-3.06-01
1. T
2. F
3. T
4. F
5. F

Test Item 003-3.06-02
(Students may choose any five of the following.)
1. Background
2. Floor coverings
3. Sides and ceilings
4. Merchandise
5. Lighting
6. Props
7. Signs

Test Item 003-3.07-01
Open interior display units that will allow the customers to inspect and handle the merchandise without the help of a salesperson. For example, point-of-purchase displays near the register would be appropriate so the salesperson can be near the customers as they look at the jewelry. This would cut down on shoplifting.

Test Item 003-3.07-02
1. a
2. b
3. c
4. a
5. c

Test Item 003-3.08-01
1. b
2. a
3. c
4. a
5. c

Test Item 003-3.08-02
(Students may choose any five.)
1. Counter Units--fast moving convenience goods such as candy, tobacco and health and beauty aids
2. Sales Register Units--placed near a cash register--gum and magazines
3. Floorstand Units--multi-sided fixtures--light bulbs, hosiery, greeting cards
4. Free standing Pole Units--Pole with hooks on it--film or batteries
5. Shelf Units--attached directly to existing store shelving--spices, tea or drink mixes
6. Tester Units--customer may try a product before buying it--toiletries, food
7. Wall Units--attach directly to walls to utilize unused space--picture frames, mirrors, curtain rods, drapery hardware
8. Full-Line Merchandiser Units--provide a single selling area for one manufacturer's products--gloves, knitwear, cosmetics
9. Incentive and Premium Units--any merchandise that has a coupon on the POP rack
10. Sign Units--attract customers' attention and direct them to product location

Test Item 003-3.09-01
1. F
2. F
3. F
4. F
5. T

Test Item 003-3.09-02
(Students may choose any five.)
1. Merchandise
2. Store Promotions
3. Competition
4. Customers
5. Publications
6. Personal Files

Test Item 003-3.10-01

1. F
2. T
3. T
4. F
5. T

Test Item 003-3.10-02

1. plywood
2. hardboard
3. plasterboard
4. foam core
5. acrylic

Test Item 003-3.11-01

A possible display evaluation form might look like this.

Criterion	Possible Points	Points	Comments
Subject--Its appropriateness in the store situation	20		
Neatness and preparation of the display area	10		
Message and total effect	10		
Elements: Props, Shelf, Lighting, Showcard, Merchandise	20		
Organization and planning: Promptness, Sketch	10		
Principles: Emphasis, Harmony, Balance, Rhythm, Proportion	20		
Color-Theme and execution	10		

Any of the criteria mentioned in test item keys 003-3.11-02 and 003-3.12-01 may be incorporated in the form.

Test Item 003-3.11-02

The essay should include five of the seven following criteria:

1. Power to Attract Attention--Are the elements and principles of display used to appeal to potential customers? Is a theme or clever idea apparent?
2. Arrangement--Does the display reflect the character of the business? Do show cards improve or help the display? Is there enough merchandise in the display?
3. Cleanliness--Are all exposed surfaces clean, fresh, and well maintained? Is the merchandise neatly displayed?
4. Timeliness--Are the items selected appropriate for the season and the overall promotional theme? Are the items in keeping with timely merchandise trends?
5. Selling Power--Is the dominant item clearly the focus of the display? Does the lighting produce the appropriate mood? Are buyer benefits clearly shown by the presentation and/or use or show cards? Does the display take the customer through the five steps of selling (Attract attention, arouse interest, create desire, build confidence, and direct action)?
6. Lighting--Does the lighting enhance the colors used? Are the lighting fixtures clean?
7. Technical Quality--Do props and other materials enhance the visual presentation?

Also, the essay could include the criteria mentioned in test item key 003-3.12-01.

Test Item 003-3.12-01

(Student may choose any five of the following.)

1. Too much merchandise
2. Too little merchandise
3. Lack of an underlying theme
4. Too many props
5. Inappropriate props
6. Displays changed too seldom
7. Displays changed too slowly
8. No display budget
9. Lack of attention to detail
10. Errors in applying the principles of display
11. Confused traffic patterns due to too many POPs

Test Item 003-3.12-02

1. F
2. T
3. T
4. T
5. F

Test Item 003-3.13-01

1. T
2. T
3. T
4. F
5. F

Test Item 003-3.13-02

1. Permanent
2. Portable
3. Single-event

(Students may choose any three of these.)

1. Is the use of exhibits suitable for our type of business or product?
2. Would a program of exhibiting serve to reach our desired market(s)?
3. Do we have good opportunities to exhibit within our market area?
4. Would exhibiting complement our present promotional budget?
5. Are the costs of exhibiting within the scope of our promotional budget?
6. Do we have access to expert help in planning and creating exhibits?

REFERENCES
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FOR
SELLING

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COMPETENCIES
SELLING

COMPETENCY GOAL 4: The learner will demonstrate the ability to utilize selling techniques in advertising and promotion.

COMPETENCY OBJECTIVES

4.01 Explain the purpose and importance of selling.
4.02 Identify the steps in the selling process.
4.03 Recognize the value of effective communications in selling.
4.04 Develop personality traits/work habits important to business.
4.05 Describe the nature of positive customer/client relations.
4.06 Handle customer inquiries.
4.07 Interpret business policies to customer/clients.
4.08 Open the sales presentation.
4.09 Question customers/clients for information.
4.10 Address the needs of individual personalities.
4.11 Use buying motives as the basis for sales promotion.
4.12 Facilitate customer buying decisions.
4.13 Use feature/benefit selling.
4.14 Show/create examples of the product.
4.15 Handle customer/client objections.
4.16 Close the sale.
4.17 Use suggestion selling.
4.18 Explain follow-up techniques.
4.19 Use telemarketing techniques.
4.20 Explain the key factors in building a clientele.

CONTENT/TEACHING OUTLINE
SELLING

I. Ways to Advertise
- A. Buying Representative Offices
- B. Advertising Agencies
- C. Newspapers
- D. Outdoor Sign Manufacturers
- E. Radio
- F. Local Television
- G. Magazines

II. Purpose and Importance of Selling
- A. Purposes
  - 1. Personal Selling — SA-1
  - 2. Impersonal Selling
- B. Importance
  - 1. Raise profits
  - 2. Create demand
  - 3. Create jobs
- C. Importance of the Advertising Sales Representative
  - 1. Represents the business favorably
  - 2. Builds clientele
  - 3. Raises business profits through sales — CTIB 004-4.01-01-02

III. Steps of a Sale
- A. Attention
- B. Interest
- C. Desire
- D. Conviction
- E. Action — SA-2; CTIB 004-4.02-01-02

IV. Communications in Selling
- A. Elements of Communication
  - 1. Sender
  - 2. Receiver
  - 3. Message
  - 4. Medium
  - 5. Feedback
- B. Levels of Communication
  - 1. Vertical communication
    - a. Upward
    - b. Downward

2. Horizontal communication	
3. Formal communication	SA-3
4. Informal communication	
C. Ways of Communicating Effectively	
1. Speaking	
a. Importance of communicating verbally	
b. Key elements of verbal communication	SA-4, SA-5
c. Uses of verbal communication	SA-6
2. Listening and observing	
a. Listen attentively	
b. Barriers to listening	
c. Good listening habits	SA-7, SA-8
3. Writing	
a. Uses of writing	
b. Criteria for written communications	
c. Basic guidelines for written communications	SA-9
4. Reading	
a. Skimming for main points	
b. Scanning for locating facts	
c. Studying for judging, evaluating, understanding	
5. Body language	
a. Gestures	
b. Facial expressions	
c. Posture	CTIB 004-4.03-01-02
V. Personality Traits/Work Habits	SA-10
A. Physical Characteristics	
1. Body structure	
2. Posture	
3. Body movement/mannerisms	
4. Health	
5. Grooming	SA-11
B. Mental Characteristics	
1. Intelligence	
2. Attitude	
3. Interest and enthusiasm	
4. Loyalty and dependability	
5. Initiative	
6. Creativity	
7. Honesty and integrity	
8. Courtesy and tact	SA-12
9. Self-confidence and poise	
C. Emotional Characteristics	
1. Empathy	
2. Self-control	
3. Friendliness	
4. Cheerfulness	SA-13

D. Work Habits
   1. Accepting and constructively using criticism
   2. Behaving in an orderly and systematic manner
   3. Using good time management
   4. Following oral and written directions — SA-14 CTIB 004-4.04-01-02

VI. Customer/Client Relations
   A. Areas of Customer/Client Relations
      1. Community relations
      2. Public relations
      3. Customer services offered
   B. Personal Tools for Good Relations
      1. Intelligence
      2. A smile
      3. A voice
      4. Hands
      5. The telephone
      6. A feeling for people — SA-15 CTIB 004-4.05-01-02
      7. Business loyalty

VII. Handling Customer Inquires
   A. Forms of Customer Inquiries
      1. Letters
      2. Phone calls
      3. Personal visits to the business
   B. Reasons for Customer Inquiries
      1. To inquire about services offered
      2. To inquire about prices
      3. To check on existing orders
   C. How to Handle Inquiries
      1. Identify the reason for the inquiry
      2. Answer the inquiry
      3. Be accurate and concise
      4. Be friendly in tone
      5. Ask for feedback
      6. Ascertain that the client understands — SA-16 CTIB 004-4.06-01-02

VIII. Interpreting Business Policies
   A. Reasons for Interpreting Policy
      1. Explaining processing times for ads (products)
      2. Explaining rules/regulations
      3. Explaining layout procedures
      4. Explaining costs
   B. Tips for Interpreting Policy
      1. State the specific policy
      2. Explain how it applies to the situation

IX. Opening the Sales Presentation
- A. Take Control
- B. Use the Customer's Name
- C. Use the Business Name/Logo/Slogan
- D. Use Media Kits, Rate Cards, Other Business Tools

SA-18
CTIB 004-4.08-01-02

X. Questioning Clients for Information
- A. Significance of Questioning in Selling
  1. To obtain information
  2. To make satisfying sales
  3. To understand customers better
     - a. Establish relationships with clients
     - b. Get clients talking about needs and wants
     - c. Enables salesperson to better meet client's needs
     - d. Allows salesperson to follow-up and evaluate the sale
- B. How to Question Clients
  1. Types of questions to ask
     - a. Open ended
     - b. Assumptive
     - c. Interpretive
  2. How many questions to ask
     - a. Limit the number
     - b. Consider selection of products/services
     - c. Use questioning statements
     - d. Ask enough questions to satisfy the customer's needs
  3. When to ask questions
     - a. Timing
     - b. Place
  4. Guidelines for questioning
     - a. Show concern for the client
     - b. Have a purpose for questions
     - c. Be simple and straight forward
     - d. Space questions out
     - e. Use pauses
     - f. Limit initial questions to three
     - g. Tailor questions to customer type
     - h. Select products/services based on customer's responses
     - i. Ask more direct questions as demonstration continues
     - j. Use questions for getting feedback and follow-up

SA-19
CTIB 004-4.09-02-03

XI. Addressing the Needs of Indivuduals

A. Customer Types
   1. Decided customer
      a. Characteristics
      b. How to handle
   2. Undecided customer
      a. Characteristics
      b. How to handle
   3. "Just-looking Customer"
      a. Characteristics
      b. How to handle

B. Customer Buying Motives
   1. Obtain benefits
   2. Fulfill needs
   3. Fulfill wants

C. Classifying Buying Motives
   1. Product and patronage
   2. Rational and emotional
   3. Primary and selective — SA-21

D. Determining Customer Buying Motives
   1. Observe customer
   2 Listen to customer
   3. Show interest in customer
   4. Ask questions — CTIB 004-4.11-01-02

E. Customers as Individuals
   1. Be able to identify types
   2. Be able to determine buying motives
   3. Realize that every customer
      a. is a part of a distinct business setting
      b. is affected by social and psychological forces
      c. has knowledge and or attitude from past experiences — SA-22, SA-23

XII. Facilitating Buying Decisions

A. Ways to Facilitate Buying Decisions
   1. Feature/Benefit selling
      a. Use specialized information about products/ services
      b. Point our hidden benefits
      c. Translate product features to customer benefits — SA-24
   2. Show/Create product examples to:
      a. Dramatize the presentation
      b. Appeal to the customer's reason and emotion
      c. Explain technicalities in common language — SA-25, SA-26
   3. Offer customer statements as testimonials to demonstrate the effectiveness of advertising — CTIB 004-4.12-01-02; CTIB 004-4.13-01-02; CTIB 004-4.14-01-02

XIII. Handling Objections
- A. Customers/Clients May Object to:
  1. Price
  2. Product
  3. Company
  4. Time
  5. Quantity/Package deals
  6. Need
- B. Methods for Handling Objections
  1. "Yes, but . . ."
  2. Boomerang/Toss it back
  3. Denial
  4. Point/Counterpoint
  5. Inquiry
  6. "Show 'em" or Demonstration
  7. Testimonial
  8. Try it or Contingent
- C. Procedures for Handling
  1. Listen carefully
  2. Pause before answering
  3. Emphasize customer/client needs
  4. Avoid arguments
  5. Restate objections (Clarify)
  6. Turn objections into selling points
  7. Answer/Handle objections honestly

SA-27
CTIB 004-4.15-01-02

XIV. Closing the Sale
- A. Techniques
  1. Direct
  2. Choice
  3. Assumption
  4. Minor points
  5. Summary
  6. Standing room only
  7. Close on an objection
  8. Contrast advantages/disadvantages
  9. Suggest success from purchasing
  10. Narrative
  11. Contingent
  12. Related merchandise
  13. Bonus
  14. Silence
- B.
  1. Use the appropriate technique
  2. Maintain a positive attitude
  3. Display self-confidence
  4. Avoid negative closes

5. Don't try to oversell
6. Leave the customer in a state of decision
7. Always be closing (ABCs of closing)

SA-28
CTIB 004-4.16-01-02

XV. Suggestion Selling
- A. 1. Suggest additional merchandise/services
  2. Suggest package deals
  3. Show new products/services
  4. Selling up/more effective and expensive products/services
- B. Importance of Suggestion Selling
  1. Builds profit
  2. Saves time
  3. Can save money for the client
  4. Can increase commissions for salespersons
- C. Guidelines for Suggestion Selling
  1. Satisfy customer's original requests first
  2. Explain the benefits of the suggested items
  3. Make positive and specific suggestions

SA-29
CTIB 004-4.18-01-02

XVI. Follow-up Sales
- A. Techniques for Follow-up
  1. Surveys
  2. Mailing lists
  3. Telephone contacts
  4. On-site visits
- B. Reasons for Follow-ups
  1. Advertising new products/services
  2. Increasing customer/client satisfaction
  3. Customer relations
  4. Solicit additional business
  5. Observe success of original purchases

SA-30
CTIB 004-4.18-01-02

XVII. Telemarketing Techniques
- A. Use Good Sales Vocabulary and Diction
- B. Ask Qualifying Questions
- C. Make Suggestions Based on Benefits Sought by Customer
- D. Get and Give Accurate Information
- E. Give your name
- F. Get the Customer's Name and Use it Often
- G. Be Personable and Friendly

SA-31
CTIB 004-4.19-01-02

XVIII. Building Clientele

A. Clientele Defined--Customers who request products and services from your business--may be regular or occasional purchasers.

B. Techniques for Building Clientele
   1. Know your customers and products/services purchased
   2. Remember client's names
   3. Remember Names/Slogans/Logos used by client's in past
   4. Give out business cards to clients and prospects
   5. Maintain a customer/client card file

C. Reasons customers patronize a particular business
   1. Quality products
   2. Quality services
   3. Goodwill

SA-32
CTIB 004-4.20-01-02

STUDENT ACTIVITIES
SELLING

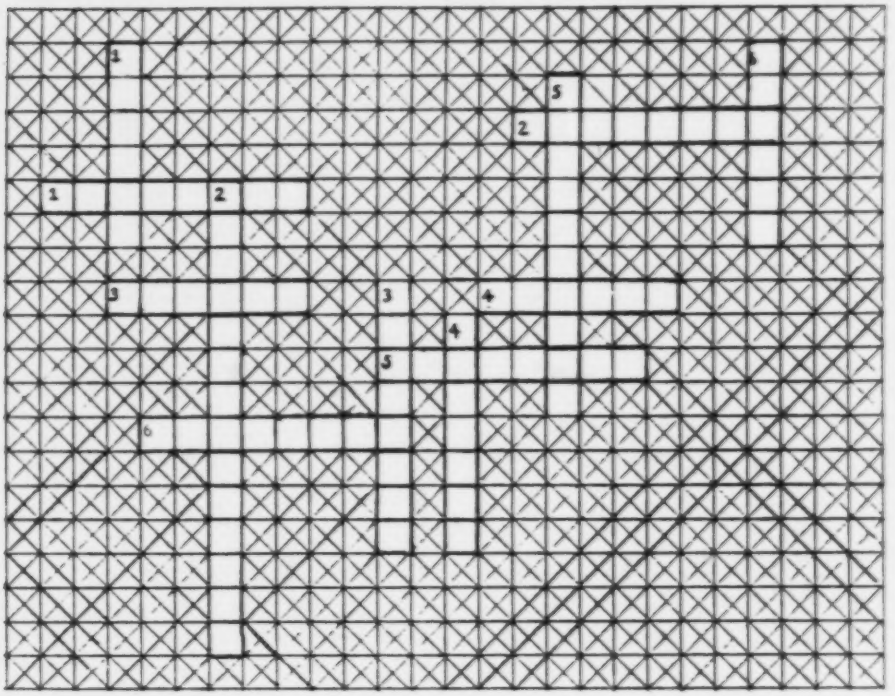
In *Selling: Helping Customers Buy*, 2nd edition (PR#1), read pages 3-5 and and pages 8-10.	SA-1
Read the handout, Steps of the Sale, page D-13.	SA-2
Complete the Communications Crossword Puzzle, page D-14.	SA-3
Complete the activity, Communications: Proper Enunciation, page D-16.	SA-4
Complete the activity, Communications: Tone of Voice, page D-17.	SA-5
Complete the activity, Telephone Etiquette, page D-18.	SA-6
Complete the activity, Evaluate Your Listening Habits, page D-20.	SA-7
Complete the activity, Your Listening Profile, page D-22-25.	SA-8
Complete the activity, Written Communications--Rewrite The Message, page D-26.	SA-9
In *Selling: Helping Customers Buy*, 2nd edition (PR#1), read pages 16-27.	SA-10
Complete MarkED Human Relations Lap #13, "Personal Appearance" (PR#5).	SA-11
Complete MarkED Human Relations LAP #10. Students may also complete Human Relations LAPs #20, #14, #15, and #19 (PR#5).	SA-12
Complete MarkED Human Relations LAPs #17 and #18 (PR#5).	SA-13
Complete MarkEd Human Relations LAPs #3 and #4 (PR#5).	SA-14
Complete the Public Relations Worksheet, page D-27.	SA-15
Complete the Customer Inquiries Worksheet, page D-28.	SA-16
Complete the Interpreting Business Policies worksheet, page D-30.	SA-17
Complete the MarkED Selling LAP #101 (PR#5).	SA-18
View the transparencies from the MarkED Selling LAP #114, numbers 1-5 and 8 (PR#5).	SA-19
In *Selling: Helping Customers Buy*, 2nd edition (PR#1), read pages 120-125.	SA-20
Read the handout, Customer Buying Motives, page 31.	SA-21
View the transparencies from the MarkED Selling LAP #109, numbers 1, 2 and 5 (PR#5).	SA-22
Read pages 3-10 of the MarkED Selling LAP (student copy) #108 (PR#5).	SA-23
Complete the MarkED Selling LAP #113 (PR#5).	SA-24
Read the handout, Purposes of Showing or Creating Examples of the Product for use in Selling to Clients, page D-32.	SA-25
In *Selling: Helping Customers Buy*, 2nd edition (PR#1), read page 175.	SA-26
View the transparencies from MarkED Selling LAP #100 (PR#5).	SA-27

View the transparencies from MarkED Selling LAP #107 (PR#5).	**SA-28**
Complete the Suggestion Selling worksheet, page D-33.	**SA-29**
Read the handout, Following Up on Sales, page D-35.	**SA-30**
In *Selling: Helping Customers Buy*, 2nd edition (PR#1), read Chapter 18, pages 352-367.	**SA-31**
In *Human Relations at Work*, 3rd edition (PR#2), read pages 144-151.	**SA-32**

THE STEPS OF A SALE

ATTENTION	Make contact with the customer
INTEREST	Question the customer to determine interests, needs and wants
DESIRE	Demonstrate how the produce/service will benefit the customer
CONVICTION	Review the benefits of the product/service and watch for buying signals
ACTION	Ask the customer to buy

THE COMMUNICATIONS CROSSWORD PUZZLE



CLUES:

Across

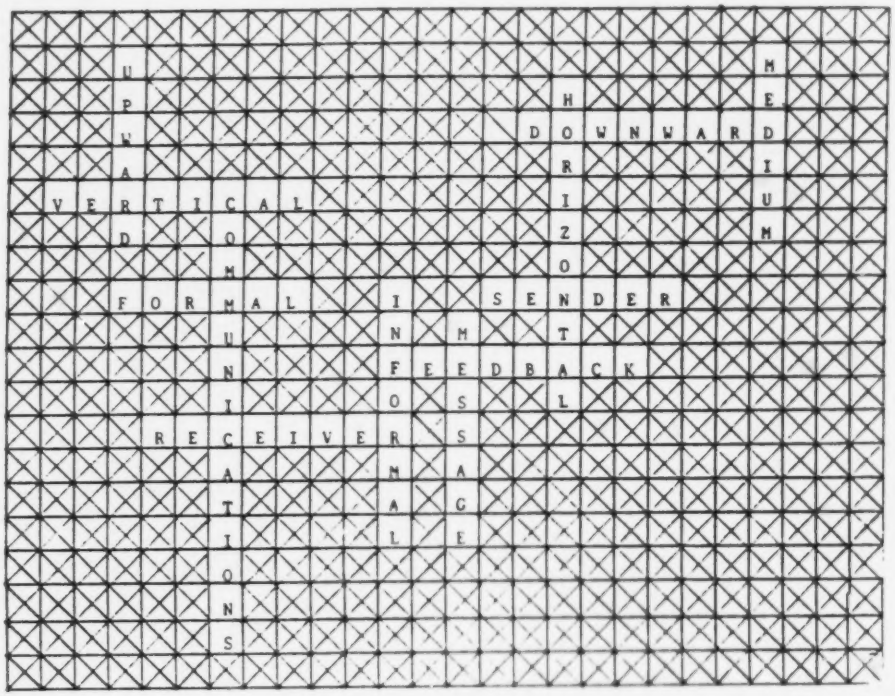
1. Communications between people in a business with different levels of authority
2. Communications from an employer or manager to an employee
3. Communications concerning business matters
4. Person who sends the message
5. Positive or negative signals sent back to the sender by the receiver
6. Person who receives the message

Down

1. Examples are: seeking assistance with problems, making a report to management
2. The transmitting of information or messages with understanding from a sender to a receiver.
3. Communications concerning personal matters
4. What is communicated
5. Communication between people in a business with the same authority
6. Method used to transmit communication

THE COMMUNICATIONS CROSSWORD PUZZLE

KEY



ACROSS

1. Vertical
2. Downward
3. Formal
4. Sender
5. Feedback
6. Receiver

DOWN

1. Upward
2. Communications
3. Informal
4. Message
5. Horizontal
6. Medium

COMMUNICATIONS: PROPER ENUNCIATION SA-4

INSTRUCTIONS TO STUDENTS: Divide the groups into 3-5 people. Once you are in your group, appoint a leader. The leader should read each of the following list of words. Other group participants should listen for words which are not clearly enunciated. When the group leader has completed a list, group members should discuss those words which did not seem clear. They should come to an agreement on correct enunciations for all words and practice this correct enunciation.

WORD LISTS:

List 1:	List 2:
slept	potato
good	them
didn't	squirrel
across	better
poem	when
wash	jersey
trip	dirt
library	get
quantity	since
house	just
recognize	third
country	partner
promptly	again
Washington	that
depths	butter
midst	singing
shouldn't	bird
laboratory	whisper
picture	further
how	world
garden	boils
probably	water
mirror	such
candidate	fence
communication	whether

When each group has completed this assignment, group leaders should report those words which his/her group found to be difficult to properly enunciate. The class should practice these together.

Just for fun: Volunteer to read one of the following tongue twisters aloud for the class. Try to properly enunciate each word.

1. Shy Sarah saw six swiss wrist watches.
2. Freddy Finch fried five fish for Frances Fowler's father.
3. Poor Penny Pauper purchased peppers from Paterson's produce.
4. Thomas Tattertoot took taut twine to tie ten twigs to two tall trees.
5. Go get Gidget's geometry and grammar grades for this grading period

COMMUNICATIONS: TONE OF VOICE

TONE OF VOICE OFTEN CONVEYS MEANING TO A MESSAGE. ENTHUSIASM, SINCERITY, AND EAGERNESS ARE JUST A FEW OF THE MEANINGS WHICH CAN BE CONVEYED THROUGH TONE OF VOICE

INSTRUCTIONS TO STUDENTS: Divide into groups of three. Each group member should identify a word, phrase or sentence which can have different meaning depending on the tone of voice used when speaking. Write down the word, phrase, or statement and a minimum of three different meanings which you can convey to other group members through changing your tone of voice. Read your word, phrase or sentence to the other group members using each of the tones of voice which you have written down. The other group members should try to identify each meaning.

EXAMPLE: The word is "Oh"

Some meanings which can be conveyed for "Oh" by changing tone of voice are,

a) You have just found out that a close friend has been injured in an accident.

b) Grandparents are seeing their grandchild for the very first time.

c) You have just won a $150,000 sweepstakes.

d) You are tired and relieved to be through with a school project.

TELEPHONE ETIQUETTE

COURTEOUS AND EFFICIENT HANDLING OF THE TELEPHONE IS IMPORTANT, ESPECIALLY IN BUSINESS

INSTRUCTIONS TO STUDENTS: Read each of the responses below and rate each as: **GOOD**, **FAIR**, or **POOR**. If you give a rating of **FAIR** or **POOR** you should explain why you consider it to be **FAIR** or **POOR** and write an improved response.

RESPONSE	RATING	EXPLAIN/IMPROVED RESPONSE
A. "Yeah, this is the Advertising Department."		
B. "We require all clients to pay in advance."		
C. "Mr. Smith isn't back yet. He's probably still at lunch."		
D. "All our stuff is top quality merchandise."		
E. "Mrs. Clark, I will be happy to check on that order for you."		

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INSTRUCTIONS TO STUDENTS: Read each of the responses below and rate each as: **GOOD, FAIR,** or **POOR.** If you give a rating of **FAIR** or **POOR** you should explain why you consider it to be **FAIR** or **POOR** and write an improved response.

Key

RESPONSE	RATING	EXPLAIN/IMPROVED RESPONSE
A. "Yeah, this is the Advertising Department."	**Poor**	**"Yeah" is a slang term, it shows indifference.**
B. "We require all clients to pay in advance."	**Fair or Poor**	**Lack of courtesy is shown.**
C. "Mr. Smith isn't back yet. He's probably still at lunch."	**Fair or Poor**	**It sounds like Mr. Smith has been out to lunch for a very long time.**
D. "All our stuff is top quality merchandise."	**Poor**	**The use of the word "stuff" indicates a lack of value placed on the merchandise.**
E. "Mrs. Clark, I will be happy to check on that order for you."	**Good**	**Courteous and efficient.**

EVALUATE YOUR LISTENING HABITS

GOOD LISTENING HABITS ARE EXPECTED IN BUSINESS.

INSTRUCTIONS TO STUDENTS: The checklist below can help you to evaluate your listening habits. Try to answer each question objectively.

DO YOU . . .	USUALLY	SOMETIMES	NOT OFTEN
1. Prepare yourself physically by facing the speaker and making sure that you can hear?			
2. Watch the speaker while listening?			
3. Keep your mind on what the speaker is communicating?			
4. Evaluate your own bias, if any, and try to keep that in mind?			
5. Listen for facts, ideas, and feelings?			
6. Decide from the speaker's appearance and delivery whether or not what he/she has to say is worthwhile?			
7. Interrupt immediately if you hear an incorrect statement?			
8. Make sure before answering that you have taken in the other person's point of view?			
9. Try to have the last word?			
10. Make a conscious effort to evaluate the logic and credibility of what you hear?			

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INSTRUCTIONS TO STUDENTS: The checklist below can help you to evaluate your listening habits. Try to answer each question objectively.

DO YOU . . .	USUALLY	SOMETIMES	NOT OFTEN
1. Prepare yourself physically by facing the speaker and making sure that you can hear?	10	5	0
2. Watch the speaker while listening?	10	5	0
3. Keep your mind on what the speaker is communicating?	10	5	0
4. Evaluate your own bias, if any, and try to keep that in mind?	10	5	0
5. Listen for facts, ideas, and feelings?	10	5	0
6. Decide from the speaker's appearance and delivery whether or not what he/she has to say is worthwhile?	0	5	10
7. Interrupt immediately if you hear an incorrect statement?	0	5	10
8. Make sure before answering that you have taken in the other person's point of view?	10	5	0
9. Try to have the last word?	0	5	10
10. Make a conscious effort to evaluate the logic and credibility of what you hear?	10	5	0

PART A: YOUR LISTENING PROBLEMS

THIS ACTIVITY WILL HELP YOU TO ANALYZE SOME LISTENING PROBLEMS. AFTER READING THE FOLLOWING QUESTIONS, DECIDE WHICH PROBLEMS YOU HAVE AND WHAT YOU CAN DO TO IMPROVE YOUR LISTENING HABITS.

INSTRUCTIONS TO STUDENTS:

Step 1: Read each item carefully and record how often the problem affects you. Be sure to check an answer for each item.
A = Always, U = Usually, S = Sometimes, and **N = Never**

Step 2: Decide which are your worst three problems, and rate them by writing a 1, 2, or 3 in the column at the right. (3 = the very worst problem)

Step 3: Read the list of problem cures on the next page and choose the cure which you think is appropriate to help you correct your problems.

Step 1:		**Step 2: (1,2,3)**
A U S N	1. Are you easily distracted by people?	_____
A U S N	2. Are you easily distracted by outside noises?	_____
A U S N	3. Do you look for things to distract you?	_____
A U S N	4. Do you day dream in school?	_____
A U S N	5. Do you daydream at home when you should be studying?	_____
A U S N	6. Do you have a know-it-all attitude when people try to explain something to you?	_____
A U S N	7. Are you able to remember what you have heard?	_____
A U S N	8. Are you accused by others of taking things the wrong way?	_____
A U S N	9. If you are part of a group that is criticized, do you think the criticism is meant for you alone?	_____
A U S N	10. Do you let your prejudices keep you from listening?	_____
A U S N	11. Do you have a habit of closing your mind to people if they do not think as you think?	_____
A U S N	12. Do you argue mentally with people if you don't agree with something they say?	_____
A U S N	13. If you do not like a person, do you let that influence your opinion of what he/she has to say?	_____

NOW MOVE ON TO THE NEXT PAGE OF CURES.

Step 3: Prescriptions for the cure of listening weaknesses

Directions: Read through the cures listed below and select one for each of the three problems you ranked 1, 2, and 3 in Step 2.

1. Force yourself to pay attention to the speaker.
2. Pick out the main ideas from what the speaker is trying to say.
3. Take notes, if necessary, but do not try to get down the exact words of the speaker.
4. Evaluate what the speaker is saying when your thinking process is ahead of the speaker's words.
5. Listen calmly without emotion so that you can hear what you are supposed to hear, not what you want to hear or expect to hear.
6. Be on your guard so that your prejudices do not scramble the message.
7. Prepare yourself to listen by opening your mind to the speaker's words.
8. Pay attention to the speaker. Do not think about what you are going to respond.
9. Listen to what the speaker is saying. Do not read your thoughts into the message.
10. Ask questions to really understand either the statements or words that may "rub you the wrong way."
11. Accept the fact that everyone has a lot to learn, and determine to learn something new or interesting from each person to whom you listen.
12. Listen with the idea that the speaker is on your side until the speaker has proved otherwise.

PART B: YOUR LISTENING STRENGTHS AND ATITUDES

THIS PART OF THE ACTIVITY GIVES YOU A CHANCE TO ANALYZE YOUR LISTENING STRENGTHS AND TO RATE THEM. YOU WILL THEN ANALYZE YOUR ATTITUDES.

INSTRUCTIONS TO STUDENTS:

STEP 1: Follow along as each statement is read to you by the teacher. Check the space that best describes how often you show that strength.
A = Always, U = Usually, S = Sometimes, and **N = Never**

STEP 2: Identify your three best strengths. Rate them 1, 2, and 3 in the column to the right, according to how you feel they can help you on the job. (1 being the one which can help you the most.) Then write a brief sentence relating to each of your 3 best strengths, telling how each can help you to get and to keep a job.

STEP 3: Fill out the attitudes checklist and scoring on the next page.

Step 1:		**Step 2:**
A U S N	1. Do you try hard to pay attention?	_____
A U S N	2. Do you listen with an open mind?	_____
A U S N	3. Do you try to pick out the main ideas when you listen?	_____

A U S N 4. Do you take notes when necessary? _____

A U S N 5. Do you try to see things from the speaker's point of view before disagreeing? _____

A U S N 6. Do you listen without getting emotional? _____

A U S N 7. Do you try to listen for and remember the main thought? _____

A U S N 8. When you disagree with the speaker, do you ask questions to make sure you have not misunderstood? _____

A U S N 9. Is your vocabulary large enough to listen to people having different levels of education? _____

A U S N 10. Is your vocabulary large enough to talk to people having different levels of education? _____

A U S N 11. Do you try to build up your vocabulary? _____

A U S N 12. Do you look up words in the dictionary that you do not know? _____

A U S N 13. Do you listen more than you talk? _____

A U S N 14. When directions contain numbers, strange names, or difficult instructions, do you write them down? _____

Step 3: Judging your Listening attitudes

Check your answer to each of the following questions.

A U S N 1. Do you enjoy listening?

A U S N 2. Do you find listening to others a satisfying experience?

A U S N 3. Do you think good listening habits will help you to make friends and to keep them?

A U S N 4. Do you think good listening habits will help you on the job?

To find out how your attitude rates, give yourself **3** points for each **Always** checked, **2** points for each **Usually**, and **1** point for each **Sometimes.**

Your total score _____

Your rating is:
- "Super attitude!" if your score is 12 - 9
- "You are doing fine." if your score is 8 - 5
- "Your attitude is not bad, but needs some improvement." if your score is 4 - 2
- "Your attitude needs help!" if you scored 1 - 0

WRITTEN COMMUNICATIONS
REWRITE THE MESSAGE

INSTRUCTIONS TO STUDENTS: Rewrite the message below on the message form provided, relaying the following information:

TO: Mr. Clark, the graphic artist.

Mr. Wilson, of Wilson's Home Appliance Center called concerning his account today. He has reviewed the ad proof and wants the retail price on the 19" color televisions changed. They are listed for three hundred sixty-nine dollars and ninety-five cents. He says that they should be listed for two hundred sixty-nine dollars and ninety-five cents. He also wants to omit the illustration of the RCA video cassette recorder which is shown as model #4097. This is not the model which is on sale. Model #4099-V is the one on sale. Please call Mr. Wilson to confirm these changes.

Messages for Employees of A-1 Advertising Agency

TO_____ 419-M

DATE _____

While you were out_____

of_____

telephoned _____ will call _____ rush _____

wants to see you _____ please call _____

Message: _____

_____

_____

_____

Message taken by _____

KEY: SA-9

WRITTEN COMMUNICATIONS
REWRITE THE MESSAGE

INSTRUCTIONS TO STUDENTS: Rewrite the message below on the message form provided, relaying the following information:

TO: Mr. Clark, the graphic artist.

Mr. Wilson, of Wilson's Home Appliance Center called concerning his account today. He has reviewed the ad proof and wants the retail price on the 19" color televisions changed. They are listed for three hundred sixty-nine dollars and ninety-five cents. He says that they should be listed for two hundred sixty-nine dollars and ninety-five cents. He also wants to omit the illustration of the RCA video cassette recorder which is shown as model #4097. This is not the model which is on sale. Model #4099-V is the one on sale. Please call Mr. Wilson to confirm these changes.

Messages for Employees of A-1 Advertising Agency

TO Mr. Clark 419-M

DATE (today's date)

While you were out Mr. Wilson

of Wilson's Home Appliance Center

telephoned X will call _____ rush _____

wants to see you _____ please call X

Message: Change retail price of 19" TV from $369.95 to $269.95. Omit illustration of RCA VCR. The wrong model is shown. Correct model is #4099-V. Call to confirm these changes.

Message taken by (student's initials)

PUBLIC RELATIONS WORKSHEET

1. List 5 stores which you enjoy shopping in.

   a.
   b.
   c.
   d.
   e.

2. Explain why you enjoy shopping in these stores. Consider whether or not the salespeople convey a positive image of themselves and the store. Does this affect your decision to shop there?

3. List 5 stores which you don't enjoy shopping in.

   a.
   b.
   c.
   d.
   e.

4. Do the salespeople in the stores in which you don't enjoy shopping have some influence on your decision? Why?

5. Consider 5 public relations activities which these stores might use to improve their images.

   a.
   b.
   c.
   d.
   e.

CUSTOMER INQUIRIES WORKSHEET

1. List the procedures for handling customer inquiries:

2. List some reasons for customer inquiries:

3. What would you say to a client who called to inquire about the cost of magazine advertising in your Fashion Magazine, *Fashion Images.*
Costs are:

Regional editions--		
	Full Page (black and white)	$17,000
	(color)	$29,860
	Half Page (b/w and color)	$13,000
	Quarter Page (b/w and color)	$ 9,950
National editions--		
	Full Page (black and white)	$52,000
	(color)	$88,580
	Half page (b/w and color)	$37,500
	Quarter Page (b/w and color)	$26,500

Write a brief script to explain what you would say.

Optional Activity: Role play the situation, which is to be evaluated, for a fellow student or for the teacher.

KEY:

SA-17

CUSTOMER INQUIRIES WORKSHEET

1. Procedures should include

   a. Identify the reason for the inquiry
   b. Answer the inquiry
   c. Be accurate and concise
   d. Be friendly in tone
   e. Ask for feedback
   f. Ascertain that the client understands

2. Reasons should include

   a. To inquire about services/prices offered
   b. To inquire about prices
   c. To check on existing orders

3. Role play should be evaluated by the following criteria

   a. Did the student identify the client's reason for calling? **(15 points maximum)**
   b. Did the student provide enough information to answer the inquiry? **(25 points maximum)**
   c. Was the student accurate and concise? **(20 points maximum)**
   d. Was the conversation friendly and courteous? **(15 points maximum)**
   e. Did the student ask for feedback? **(15 points maximum)**
   f. Did the student ascertain that the client understood what was said? **(10 points maximum)**

INTERPRETING BUSINESS POLICIES

THERE ARE MANY BUSINESS POLICIES WHICH MAY NEED TO BE INTERPRETED FOR CUSTOMERS/ CLIENTS, SUCH AS:

PROCESSING TIME FOR ADVERTISEMENTS

COMPANY RULES AND REGULATIONS

LAY OUT PROCEDURES

COSTS

IN INTERPRETING BUSINESS POLICIES TO CUSTOMER/CLIENTS THE FOLLOWING TIPS ARE HELPFUL:

1. State the specific policy which applies to the circumstances.
2. Explain why this situation exists.
3. Make only accurate statements. If you don't know, ask someone else. Do not misrepresent the company by making false statements/false claims.
4. Remember, honesty is the best policy.
5. Be straightforward with your answers. Do not evade the issue.
6. Remain friendly and positive with the customer/client. Do not dwell on the negative.

Can you identify good and bad examples of interpreting business policies?

CUSTOMER BUYING MOTIVES

PEOPLE BUY BENEFITS

They ask

What will this product/service do for me?
Why is what you are saying important to me?
Why should I care?
Will your product help me to solve a problem?
Will it make me happy?
What advantages does your product/service have for me?

PEOPLE BUY BENEFITS - NOT FEATURES

Buying Motives are reasons or benefits that cause people to buy products and services to satisfy their needs and wants.

Price
Assortment
Prestige
Convenience
Quality
Accuracy
Efficiency
Recognition
Economy

BUYING MOTIVES

Rational motives--are based on reason, logic and good judgment.
Emotional motives--are based on the customer's emotions, feelings, and impulses.
Patronage motives--are things which cause the customer to buy from one business rather than another.

APPEALING TO THESE MOTIVES IS THE WAY TO MAKE SALES!

Examples:

Emotional -- "With the purchase of this advertising package you will become the envy of all of your competitors."

Patronage -- "Remember, we are the only radio station in this listening area that has in-house ad preparation. This lowers your cost for radio spots."

Rational -- "This type of promotion is guaranteed to increase your customer traffic by 15%."

PURPOSES OF SHOWING OR CREATING EXAMPLES OF THE PRODUCT FOR USE IN SELLING TO CLIENTS

To dramatize the sale.

"As you can see by this example our colors are clear, sharp and very eye-catching."

To appeal to customer's rational and emotional motives.

"Look at this sign. Its letters are painted in a caligraphy style which is very romantic and quite appropriate for your Victorian Inn."

To illustrate the technical aspects of the product.

"This example illustrates the process which we use to print your magazine fold-out advertisement."

SUGGESTION SELLING

INSTRUCTIONS TO STUDENTS: Read and answer the following questions about suggestion selling.

1. Salespeople's attempts to increase the customer's purchases by suggesting additional items is called _____ _____.

2. A salesperson should make suggestions to customers based on the customer's _____.

3. How do businesses benefit from making suggestion sales?

4. How might a salesperson benefit from making suggestion sales?

5. How can suggestion selling be of benefit to the customer?

KEY:

SA-30

SUGGESTION SELLING

INSTRUCTIONS TO STUDENTS: Read and answer the following questions about suggestion selling.

1. Salespeople's attempts to increase the customer's purchases by suggesting additional items is called **SUGGESTION SELLING**.

2. A salesperson should make suggestions to customers based on the customer's **NEEDS AND WANTS**.

3. How do businesses benefit from making suggestion sales?

   INCREASED PROFITS
   INVENTORY IS REDUCED MORE QUICKLY
   CUSTOMER GOODWILL IS INCREASED

4. How might a salesperson benefit from making suggestion sales?

   POSSIBLE INCREASES IN COMMISSIONS
   SAVES TIME
   INCREASES THE SALESPERSON'S VALUE TO THE STORE

5. How can suggestion selling be of benefit to the customer?

   MORE SATISFYING PURCHASES
   CAN BE A TIME SAVER

FOLLOWING UP ON SALES

Techniques for following up on sales:

- Surveys
- Mailing lists
- Telephone contacts
- On-site visits

Reasons for following up on sales:

- To advertise new products/services
- To increase customer/client satisfaction
- To improve customer relations
- To solicit additional business
- To observe the success of original purchases

FOLLOW-UPS CAN PROVIDE **BUSINESSES** WITH SUCH INFORMATION AS: TESTIMONIALS OF CUSTOMER SATISFACTION, COMPLAINTS, SUGGESTIONS FOR IMPROVEMENTS, IDEAS FOR NEW PRODUCTS/SERVICES TO OFFER.

FOLLOW-UPS CAN PROVIDE **CUSTOMERS** WITH SUCH INFORMATION AS: UPCOMING SALES AND PROMOTIONS, PRODUCT UPDATES, SUGGESTIONS/IDEAS FOR IMPROVING BUSINESS, USING THE PRODUCTS/SERVICES.

EVALUATION MEASURES
SELLING

COMPETENCY GOAL 4: The learner will demonstrate the ability to utilize selling techniques in advertising and promotion.

COMPETENCY OBJECTIVE 4.01: Explain the purpose and importance of selling.

Test item 004-4.01-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. Selling is assisting the customer in making a wise purchasing decision.

_____ 2. Sales are not important to the operation of a business.

_____ 3. It is important for businesses to provide courteous, friendly service to their customers.

_____ 4. In business, many people's jobs depend on salespeople.

_____ 5. Salespeople do not usually represent the business to the customers/clients.

Test item 004-4.01-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. Personality is important in selling.

_____ 2. Businesses depend on repeat customers.

_____ 3. Selling involves persuading others to accept your ideas.

_____ 4. Selling raises a business' profits.

_____ 5. The most important job of a salesperson is to make as many sales as possible.

COMPETENCY OBJECTIVE 4.02: Identify the steps in the selling process.

Test item 004-4.02-01

INSTRUCTIONS TO STUDENTS: Match the steps of a sale in COLUMN I with the descriptions in COLUMN II by writing the letter of the description in the blank to the left of each term.

	COLUMN I		COLUMN II
_____	1. Attention	a.	Demonstrate product's benefits
_____	2. Interest	b.	Make contact with the client
_____	3. Desire	c.	Ask the client to make a purchase
_____	4. Conviction	d.	Review the benefits, look for buying signals
_____	5. Action	e.	Question to determine client's wants and needs

Test item 004-4.02-02

INSTRUCTIONS TO STUDENTS: Identify the steps of the sale which are described by each of the statements below. Write your choice in the blanks to the left of each description.

_____ 1. The client purchases an advertisement from the newspaper.

_____ 2. You show the client a study demonstrating the effectiveness of billboard advertising.

_____ 3. You ask the client about the products he/she wishes to promote in an advertising campaign.

_____ 4. You contact a new local business to offer the services of your advertising department.

_____ 5. You help a customer plan an advertising campaign.

COMPETENCY OBJECTIVE 4.03: Recognize the value of effective communications in selling.

Test item 004-4.03-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response in the blank to the left of each statement.

_____ 1. Communication from an employer or manager to an employee is known as upward communication.

_____ 2. Communications concerning business matters are known as formal communications.

_____ 3. A medium is a method used to transmit communications.

_____ 4. Communications is the transmitting of information or messages with understanding, from the sender to the receiver.

_____ 5. Feedback is negative signals sent back to the sender by the receiver.

Test item 004-4.03-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response in the blank to the left of each statement.

_____ 1. Tone of voice often conveys a meaning to a message.

_____ 2. "Yeah, this is the advertising department," is an example of poor communications skills.

_____ 3. When listening you should listen for the facts, ideas and feelings of the speaker.

_____ 4. You should always try to have the last word when talking with customers/ clients.

_____ 5. Proper enunciation of words is important when trying to convey a business-like image.

COMPETENCY OBJECTIVE 4.04: Develop personality traits/work habits important to business.

Test item 004-4.04-01

INSTRUCTIONS TO STUDENTS: In the blank to the left of each statement, place the letter of the response which best completes the statement.

_____ 1. Personality traits include all of the following except _____.
   a. initiative
   b. age
   c. courtesy
   d. honesty

_____ 2. The ability to say the right thing at the right time is _____.
   a. poise
   b. ambition
   c. self-confidence
   d. tact

_____ 3. Enthusiasm is _____.
   a. the ability to go ahead on your own
   b. showing an interest in your work
   c. a willingness to work with others
   d. faith in oneself

_____ 4. Taking initiative means _____.
   a. having the ability to go ahead on your own
   b. being willing to work with others
   c. being concerned with the feelings of others
   d. having faith in one's own abilities

_____ 5. Being able to be counted on to do the job is _____.
   a. initiative
   b. self-confidence
   c. dependability
   d. cooperation

Test item 004-04-02

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the questions which follow.

Lillian Meyers is a new employee with Anderson's Ad Agency. She has been invited out to lunch by two veteran employees, Jo Brown and Sam Dunn. During lunch Jo comments on the new policies for earning commissions. She complains that the new policy is unfair and that she is not making the money that she used to make. Lillian agrees that the policy seems unfair, especially to new employees. She says, "Doesn't this company care about its employees?"

Later that afternoon, Lillian is called into the Advertising Director's office. He reprimands her for her comments and suggests that she might be happier in a position with another agency. Lillian realizes that someone reported her comments to the boss.

1. What did Lillian do wrong?

2. If you were in Lillian's position, how would you have handled the luncheon situation? What would you have done differently?

3. How do you think the Advertising Director feels toward Lillian now?

4. What might Lillian do to correct this serious mistake?

COMPETENCY OBJECTIVE 4.05: Describe the nature of positive customer/client relations.

Test item 004-4.05-01

INSTRUCTIONS TO STUDENTS: Read each of the following questions and respond in the space provided.

1. Is it important to offer customer/client services such as free delivery, free estimates, and parking? If so, why?

2. How can public relations influence a business' profitability? Explain.

3. Name 5 public relations activities a store might use to maintain or build a good image.

4. Explain how you can use your hands and your voice to influence customers and build good customer relations.

5. How can an employee who is not loyal to the business hurt public relations?

Test item 004-4.05-02

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the questions which follow.

Allison Perkins is an employee with a new advertising agency, Bell and Associates. She has been asked to develop a list of activities which might be used to promote a good public image to potential clientele.

1. Name 3 activities which Allison might include in her list.

2. Explain how each activity will influence potential clientele.

COMPETENCY OBJECTIVE 4.06: Handle customer inquiries.

Test item 004-4.06-01

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the questions which follow.

Mark Anderson, an employee with Parson's Billboard and Sign Company, receives a letter inquiring about the prices of billboards. He knows that billboards are priced according to gross rating points and come in package deals. The package with the most exposure for the advertisement is the 100 GRP package costing $800.00 for one month. There are other packages available for less money which provide less exposure.

1. List 6 guidelines which Mark should follow to handle this inquiry.

2. Assume that Mark intends to answer this inquiry by visiting the potential client in person. Write a brief role-play/script describing what Mark might say to answer this inquiry.

Test item 004-4.06-02

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the question which follows.

Jackson Austin calls your radio station to inquire about a radio spot announcement your advertising department prepared for his business, Austin's Antiques. Mr. Austin is upset because he has just heard his ad on the radio and the address of his business was not stated at the end of the ad as it was on the demonstration tape which he approved.

You know that Mr. Austin must not have continued to listen to the broadcast, because his advertisement was cut off by a **Special Weather Bulletin** and was replayed immediately following the report in its entirety.

What would you do to handle Mr. Austin's inquiry?

Write a short role-play/script to describe what you would say to Mr. Austin.

COMPETENCY OBJECTIVE 4.07: Interpret business policies to customers/clients.

Test item 004-4.07-01

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the questions which follow.

You are an employee of the local newspaper in the advertising department. On Wednesday you receive a telephone call from Mr. Louis Wynn, of Wynn's Florist, concerning the advertisement he placed for his business on Tuesday afternoon at 2:00 p.m. The newspaper's policy requires that all orders be placed by noon of the day prior to the day on which they are to appear in the newspaper.

Why was Mr. Wynn's advertisement omitted from the Wednesday paper?

Write a brief script explaining how you would interpret the newspaper's policy to Mr. Wynn.

Test item C04-4.07-02

INSTRUCTIONS TO STUDENTS: Each of the following is an example of employees who are interpreting business policies to customer/clients. Place an **X** in the blank to the left of those examples which are ways to <u>properly</u> interpret policies.

_____ 1. "Mr. Jones, I empathize with your predicament but the company policy requires that all orders be paid for in advance."

_____ 2. "Mrs. Walters, the delay in the processing of your order is due to the fact that we have not received your last payment."

_____ 3. "I'm sorry. We can't deliver until you pay up."

_____ 4. "Mr. Andrews, thank you for your understanding. The additional charges are due to the changes which you made in the quality of paper for your fliers."

_____ 5. "I think that your order should be in the mail by now, Sir."

COMPETENCY OBJECTIVE 4.08: Open the sales presentation.

Test item 004-4.08-01

INSTRUCTIONS TO STUDENTS: Read each of the following situations and write a brief description of how you would open the sale.

Situation 1

You are a salesperson with Jameson's Printing Company. Two customers who are dressed in shorts and t-shirts enter and begin looking at the business card catalog. They begin to discuss the merits of business cards and are paying special attention to those cards which use two color printing. You have just finished packaging a regular customer's order. How will you open the sale?

Situation 2

You are an advertising sales representative for Helmond's Advertising Agency. You are calling on Dillahunt Ford to propose an advertising campaign to the owners. How will you open the sale?

Situation 3

You are a salesperson for the *Triangle Professional Magazine*. You are calling Dr. Simmons, a local dentist, to attempt to sell an advertisement to him for next month's issue which will highlight the medical profession. How will you open the sale?

Situation 4

You are an employee with Wilson's Sign Shop. A former customer, Mr. Johnson, comes into the shop. You know that he is building a new location for his office supplies store. How will you open the sale?

Situation 5

You are an advertising executive for the Morrow Ad Agency. You are about to present a new idea for a television commercial to your client, Air Express. Your client's company specializes in overnight deliveries. You want to propose an advertisement which will feature this service and emphasize the company's excellent customer service record. How will you open this sale?

Test item 004-4.08-02

INSTRUCTIONS TO STUDENTS: Read the following situations and answer the questions which follow each one.

Situation 1

A customer enters Mason's Sign Shop. The customer stops to look at the display of exposed neon signs. A salesperson "pounces" on the customer as soon as he/she stops in front of the neon sign display. The salesperson asks, "May I help you?" The customer replies, "I'm just looking right now, thanks."

1. Did the salesperson approach the customer in the appropriate manner?

2. What type of approach might the salesperson have used to avoid getting a negative response?

Situation 2

A client comes into your advertising agency office and says that she wants to look at examples of specialty advertising items. Your assistant gives her a catalog which illustrates samples. Your client keeps returning to the page containing illustrations of printed ink pens and pencils.

1. When should the sale be opened?

2. What approach would be most appropriate?

Situation 3

One of your clients, Mr. Jones, calls and you remember that he has just returned from a convention in the Bahamas.

1. What type of approach might you use with Mr. Jones?

2. Explain your choice.

COMPETENCY OBJECTIVE 4.09: Question customers/clients for information.

Test item 004-4.09-01

INSTRUCTIONS TO STUDENTS: In the blank to the left of each statement, place the letter of the response which best completes or answers the statement.

_____ 1. Which of the following statements is a benefit of questioning your customers/clients?
   a. Questioning helps the salesperson obtain information from customers.
   b. Questioning helps the salesperson satisfy customers.
   c. Questioning helps the salesperson better understand customers.
   d. All of these answers are correct.

_____ 2. Assumptive questions are ones which you ask when you think that you know _____.
   a. how the customer feels
   b. what the customer is thinking
   c. what the customer will say
   d. All of these answers are correct.

_____ 3. Interpretive questions are used by the salesperson to _____.
   a. close the sale
   b. overcome customer's objections
   c. get the customer's attention
   d. clarify what the customer said

_____ 4. The number of questions which you ask a customer/client should be _____.
   a. limited to three
   b. unlimited
   c. limited to ten
   d. determined by the situation

_____ 5. "Which do you like better? The billboard with the photo of the business or the one with the large business logo printed in blue?" is an example of a(n) _____ question.
   a. general
   b. assumptive
   c. open ended
   d. interpretive

Test item 004-4.09-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. The type of customer you are dealing with has no effect on your questioning technique.

_____ 2. You should have a purpose for all of your questions.

_____ 3. Technical terminology should be used when questioning customers.

_____ 4. Good questions should be personal.

_____ 5. You should question customers in a rapid manner in order to move on to the sales demonstration.

Test item 004-4.09-03

INSTRUCTIONS TO THE TEACHER: Supply the students with products which are representative of the advertising industry, such as an ad layout, samples of advertising products, specialty advertising items, etc. Allow students to select one product. They should study the product for 5-10 minutes and prepare a role-play in which they will demonstrate their skill in using questioning techniques. You may play the part of the customer or allow another student to role-play the part. Students should be evaluated on their skill in questioning customers/clients.

INSTRUCTIONS TO STUDENTS: Study the advertising product supplied by your teacher. You will be questioning an undecided customer to help him/her make a purchase decision. You will role-play this situation with the teacher or another student. Your role is that of a salesperson. The teacher or another student will be the customer.

The following guidelines will help in your preparation:

Ask open ended, assumptive, and interpretive questions.

Have a purpose for all questions.

Limit the number of questions you ask.

Space out your questions.

Remain interested in the customer.

Tailor your questions to the customer type and to the situation.

COMPETENCY OBJECTIVE 4.10: Address the needs of individual personalities.

Test item 004-4.10-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Record the correct response (true or false) in the blank to the left of each statement.

_____ 1. A decided customer knows what he/she wants.

_____ 2. The most difficult customer to sell is the undecided customer.

_____ 3. A salesperson should not offer a course of action to an undecided customer. This will only confuse him/her.

_____ 4. The customer who is only mildly interested is referred to as the "just looking" customer.

_____ 5. The customer who is well informed is most often the "decided customer" type.

Test item 004-4.10-02

INSTRUCTIONS TO STUDENTS: Match the customer type in **COLUMN II** with the suggestion for handling customer types in **COLUMN I**.

COLUMN I	COLUMN II
_____ 1. Question this type to determine needs, likes, and dislikes	a. decided customer
_____ 2. Give immediate assistance to this type	b. "just looking" customer
_____ 3. Approach this type when the customer indicates interest	c. undecided customer
_____ 4. Make positive statements about the product	
_____ 5. Follow up on this type of customer	

COMPETENCY OBJECTIVE 4.11: Use buying motives as the basis for sales promotion.

Test item 004-4.11-01

INSTRUCTIONS TO STUDENTS: In the blank to the left of each statement, place the letter of the response which best completes or answers the statement.

_____ 1. When customers buy based on their feelings, they are using _____ buying motives.
a. rational
b. emotional
c. irrational
d. patronage

_____ 2. When customers buy based on logical reasoning, they are using _____ buying motives.
a. patronage
b. rational
c. emotional
d. All of these answers are correct.

_____ 3. When customers buy from one store rather than another, they are demonstrating a _____ buying motive.
a. rational
b. emotional
c. irrational
d. patronage

_____ 4. An example of an emotional buying motive is _____.
a. a concern for accuracy
b. wanting group approval
c. seeking increased productivity
d. wanting quality materials

_____ 5. _____ would illustrate a patronage buying motive.
a. Good prices
b. Courteous salespeople
c. A wide variety of merchandise/ services from which to choose
d. All of these answers are correct.

_____ 6. The salesperson's effective use of buying motives benefits customers because _____.
a. they become repeat customers
b. their needs and wants are satisfied
c. they tell others about the store
d. their merchandise returns decrease

_____ 7. Salespersons benefit from using and discovering customer buying motives because _____.
a. they have more complaints
b. they gain confidence in their ability to sell
c. their needs/wants are satisfied
d. they lose repeat customers

Test item 004-4.11-02

INSTRUCTIONS TO STUDENTS: Read the following case study and answer the following questions.

Paul is a sales representative for the local newspaper. A client, John Crawford of Crawford's Deli, calls and says, "Paul, you've got to help me do some advertising! That Rosenthal guy is stealing all my lunch time customers. What can you do to help me get my customers back?"

1. Are Mr. Crawford's buying motives rational or emotional?

2. What benefits will there be for Paul if he can help Mr. Crawford plan a successful campaign to regain his customers.

3. What benefit does Mr. Crawford expect to gain from buying advertising?

COMPETENCY OBJECTIVE 4.12: Facilitate customer buying decisions.

Test item 004-4.12-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. The final decision to buy a product/service is a buying decision.

_____ 2. Customers are making a need decision when they decide that they have a need for a product/service.

_____ 3. Customers usually do not make need decisions until they make contact with a salesperson.

_____ 4. Customers are making a time decision when they decide which type, model or brand to purchase.

_____ 5. Customers are making a place decision when they decide where to buy.

Test item 004-4.12-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if each statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. A customer may choose one business over another because of its reputation.

_____ 2. Sales are often lost because salespeople do not help customers decide when to buy.

_____ 3. An indifferent salesperson does not affect customers' buying decisions.

_____ 4. General terms should be used to relate features and benefits to customers.

_____ 5. When you have a reputation for being sincere and honest with customers, they trust you and will often accept your suggestions.

COMPETENCY OBJECTIVE 4.13: Use feature/benefit selling.

Test Item 004-4.13-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. In the blank to the left of each statement, place the letter of the response which best completes the statement.

_____ 1. "Feature/benefit selling" is best defined as the part of the selling process in which _____.
   a. a salesperson first approaches customers
   b. salespeople show that the product/service provides the desired satisfaction
   c. customers identify their reasons for not buying
   d. customers explain their reasons for buying a product/service

_____ 2. A characteristic of a product/service which a customer can touch, see, smell, or measure is known as a(n) _____.
   a. objection
   b. benefit
   c. feature
   d. buying motive

_____ 3. The advantage that a customer hopes to gain from a product is/are its _____.
   a. benefits
   b. needs
   c. wants
   d. features

_____ 4. Benefits which are not readily seen without the help of salespeople are called _____ benefits.
   a. obvious
   b. exclusive
   c. hidden
   d. unique

_____ 5. An advantage that is not available from other products/services is called _____ benefits.
   a. obvious
   b. unique/exclusive
   c. hidden
   d apparent

Test Item 004-4.13-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. In the blank to the left of each statement, place the letter of the response which best completes or answers the statement.

_____ 1. Unique or novel features provide _____ _____ over the competition.
   a. price objections
   b. selling advantages
   c. no benefits
   d. All of these answers are correct.

_____ 2. If a customer asks, "What letter style is this?" The salesperson needs to explain the features and benefits relating to the product's _____.
   a. uses
   b. appearance and style
   c. service and warranty
   d. construction, materials, workmanship

_____ 3. A customer says that he/she wishes to create a fashionable image for his/her business. The salesperson should discuss features that are related to _____.
   a. cost of the product/service
   b. construction and materials used
   c. appearance and style of the product
   d. warranties and guarantees

_____ 4. How can a salesperson determine what product benefits a customer is seeking?
   a. By listening to the customer
   b. Asking questions of the customer
   c. Watching the customer
   d. All of these answers are correct.

_____ 5. Which features and benefits should a salesperson emphasize to a customer?
   a. Those in which the customer indicates an interest
   b. Those which are hidden and not easily seen
   c. All of the features and benefits of the product/service
   d. Only those features and benefits which are obvious

COMPETENCY OBJECTIVE 4.14: Show/create examples of the product.

Test item 004-4.14-01

INSTRUCTIONS TO STUDENTS: You are an employee of Hanson's Department Store in the visual merchandising department. You have been asked to create a rough sketch for an Easter display window, measuring 14' X 8' X 5' (a rectangular area). You know that you must "sell" your idea to the Display Director. You must prepare a display sketch which you feel will attract new customers and help you increase sales for this season. Sketch a plan for a display to present to the Display Director.

You should show your sketch to your teacher and explain how you think the display will help to increase sales.

Test item 004-4.14-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if the statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. Product examples are used to dramatize sales presentations.

_____ 2. Product examples can demonstrate the product's effectiveness.

_____ 3. You should use product examples which are appealing to yourself when you are selling to the customer.

_____ 4. Showing an example of the product can help explain technicalities to the customer which might otherwise have been misunderstood.

_____ 5. You should use examples which appeal to the customer's reason and emotions.

_____ 6. Satisfied customer's statements (testimonials), when used with examples of the product, are not very effective in helping the customer make a buying decision.

COMPETENCY OBJECTIVE 4.15: Handle customer/client objections.

Test item 004-4.15-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. In the blank to the left of each statement, place the letter of the response which best completes the statement.

_____ 1. Acknowledging an objection and answering it in a courteous, tactful, and objective manner without directly contradicting the customer is called the _____ method of handling objections.
   a. inquiry
   b. "Yes, but . . . "
   c. testimonial
   d. boomerang/toss-it-back

_____ 2. The method for handling an objection which uses the statement of a neutral third party is called the _____ method.
   a. try it (contingent)
   b. denial
   c. testimonial
   d. inquiry

_____ 3. When handling an objection to quantities or package deals, salespeople should emphasize _____ to the customer.
   a. the long term benefits
   b. the cost savings
   c. product usefulness
   d. All of these answers are correct.

_____ 4. The proper approach for objections to _____ is to get the details out in the open and to clear up any misunderstanding which created this objection as quickly as possible.
   a. company
   b. time
   c. quantity/package deals
   d. need

_____ 5. Having thorough knowledge of your business and its products and services is most helpful in overcoming objections to _____.
   a. time
   b. quantity/package deals
   c. need
   d. product

Test item 004-4.15-02

INSTRUCTIONS TO STUDENTS: Read each of the following questions. In the blank to the left of each question, place the letter of the response which best answers the question.

_____ 1. How do you answer a customer/client's objection to show that you understand his/her point of view?
   a. By showing empathy
   b. By avoiding an argument
   c. By pausing
   d. By being honest

_____ 2. What is the purpose of restating the customer's objection?
   a. To avoid interrupting the customer
   b. To turn it into a selling point
   c. To clarify the objection
   d. All of these answers are correct.

_____ 3. Why should objections be answered honestly?
   a. To show sincerity
   b. For good long-term relations
   c. To establish credibility
   d. All of these answers are correct.

_____ 4. Which of the following is the first step in handling an objection?
   a. Showing empathy for the customer
   b. Turning objections into selling points
   c. Listening carefully
   d. Restating the objection

_____ 5. Why should you pause before answering a customer's objection?
   a. To let the customer know that you are not upset or on the defensive
   b. To get the customer's full attention
   c. To create an atmosphere in which the customer is more likely to listen to your response
   d. All of these answers are correct.

COMPETENCY OBJECTIVE 4.16: Close the sale.

Test item 004-4.16-01

INSTRUCTIONS TO STUDENTS: Match the closing techniques in COLUMN I with the closing statements in COLUMN II. Write the letter of the closing statement in the blank to the left of the closing technique.

COLUMN I	COLUMN II
_____ 1. Assumption close	a. "Mr. Hughes, let me review the benefits you will receive from this advertising package."
_____ 2. Choice close	b. "May we add this to your account?"
_____ 3. Direct close	c. "You will want a copy of the advertisement for your files, won't you?"
_____ 4. Suggesting ownership close	d. "Which location for the billboard do you prefer?"
_____ 5. Summary close	e. "I know that you will enjoy having the increased sales this ad will bring into your store."

Test item 004-4.16-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements about closing sales. In the blank to the left of each statement, place the letter of the response which best answers the statement.

_____ 1. What is the point in the sales presentation when the salesperson gets the desired agreement from the customer?
   a. Sales talk
   b. Sales close
   c. Sales presentation
   d. Customer objection

_____ 2. Which of the following is a guideline for closing sales?
   a. Leave the customer with a decision to make
   b. Use a negative approach
   c. Try to oversell
   d. Always be closing

_____ 3. Why should a salesperson show confidence in him/herself in the sales close?
   a. It shows customers that the salesperson is not "pushy".
   b. It shows customers that the salesperson is too eager.
   c. It reassures the customer about his/her buying decision.
   d. It makes the customer feel that he/she has to buy.

_____ 4. Which of the following is a negative close?
   a. "I know that you will be happy with this advertisement."
   b. "When you use these . . ."
   c. "I hope that you will find this satisfactory."
   d. "This is going to make your sales improve at least 5%"

_____ 5. Why should salespersons avoid overselling the customer?
   a. Overselling interferes with customer buying decisions.
   b. Overselling leaves customers satisfied.
   c. Overselling avoids negative closes.
   d. Overselling makes bigger commissions for salespeople.

COMPETENCY OBJECTIVE 4.17: Use suggestion selling.

Test item 004-4.17-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements about suggestion selling. In the blank to the left of each statement record the response which best answers the statement.

_____ 1. Which of the following statements best describes suggestion selling?

a. A policy for waiting on customers
b. Aggressive attempts to sell additional products/services
c. Suggestions made by salespeople to increase a customer's purchases
d. Suggesting that a customer use his/her credit card

_____ 2. What should the salesperson do when making suggestion sales?

a. Be passive and wait for the customer to take the lead
b. Be sincere in his/her efforts to be of service to the customer
c. Be reasonably "pushy" (use high pressure selling techniques) in order to be successful
d. Limit the suggestions only to those items relevant to the client's initial purchases

_____ 3. On what should you base suggestion sales?

a. The amount of merchandise available
b. The commission desired by the salesperson
c. The profits to be gained by the business
d. The customer's needs and wants

_____ 4. What is the primary advantage of suggestion selling to the business?

a. It helps get rid of inventory
b. It can increase profits and promote customer goodwill
c. It is good training for new employees
d. It keeps salespeople busy

_____ 5. How does suggestion selling benefit the customers?

a. They get the benefits of the salesperson's expertise
b. They get more for their money
c. They can purchase needed items at one time, in one place
d. Their patronage is more valuable to the business

Test item 004-4.17-02

INSTRUCTIONS TO STUDENTS: In the blank to the left of each statement, place the letter of the response which best answers or completes the statement.

_____ 1. Which of the following would best be suggested to a customer who is working with a small advertising budget?

a. New merchandise
b. Special purchase deals
c. Higher priced items (selling up)
d. Products for special occasions

_____ 2. What kind of salesperson would have the best chance of success with suggestion selling?

a. One who is talkative with customers
b. One who is thoroughly familiar with products/services
c. One who is very friendly
d. One who is interested in helping the client make the best buying decisions

_____ 3. Which of the following statements best describes "selling up?"

a. Suggesting a larger quantity/package deal
b. Attempting to sell more of the product
c. Persuading the client to buy a better quality or higher priced product/ service
d. Using high pressure to try to sell more merchandise

_____ 4. When should suggestion selling be used?

a. After the customer has bought his/her original purchase
b. After the customer's original purchase request has been satisfied
c. About one week after the original sale has been made
d. After the salesperson has reassured the customer

_____ 5. What is the one most important thing for salespeople to emphasize when suggestion selling?

a. Easy credit terms
b. The price of the additional merchandise/service
c. Special services offered with additional purchases
d. The benefits of purchasing the suggested merchandise/service

COMPETENCY OBJECTIVE 4.18: Explain follow-up techniques.

Test item 004-4.18-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if the statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. Follow-ups are used to inform customers of new products in which they might have some interest.

_____ 2. Follow-ups are used to ascertain that the customer is satisfied with the original purchase.

_____ 3. Follow-ups are one of many activities used to build good customer relations.

_____ 4. Card files are useful for following up with customers and for providing information about past purchases.

_____ 5. Contacting customers by telephone is not a proper method for following up on sales.

Test item 004-4.18-02

INSTRUCTIONS TO STUDENTS:

1. List the 4 techniques for conducting follow-ups on customer purchases.

2. What kind of information might a business gather from a survey of customers?

3. How can on-site visits affect customer relations in a positive manner?

4. What sort of information might be provided to customers/clients who are on the business's mailing list?

5. List 3 reasons for conducting follow-ups.

COMPETENCY OBJECTIVE 4.19: Use telemarketing techniques.

Test item 004-4.19-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if the statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. Many businesses are increasing their use of telemarketing sales.

_____ 2. Telephone salespeople should spend a considerable amount of time planning their sales talks.

_____ 3. Telephone selling, like person-to-person selling, should be based on the product's features.

_____ 4. "Picture phrases" help the customer to see the product over the phone.

_____ 5. "Canned sales talks" are the best method of making a telemarketing presentation.

Test item 004-4.19-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements and answer in the space provided.

1. List the steps involved in a telephone sales presentation.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

2. Why is a good sales vocabulary important in telephone selling?

3. Select one advertising product to **sell** using telemarketing. List three expressive adjectives to help the customer **see** the product over the phone.

4. Why is it important to use the customer's name during a telephone sales situation?

5. What are the problems associated with using a "canned sales talk?"

COMPETENCY OBJECTIVE 4.20: Explain key factors in building a clientele.

Test item 004-4.20-01

INSTRUCTIONS TO STUDENTS: Read each of the following statements. Determine if the statement is **true** or **false**. Write the correct response (true or false) in the blank to the left of each statement.

_____ 1. Clientele is defined as regular customers who request products and services from your business.

_____ 2. A good technique for building clientele is to remember the clients' names and their businesses when talking with them.

_____ 3. Business cards are not a useful method of building clientele.

_____ 4. Customer/client card files should contain information about the customer's past purchases.

_____ 5. It is not important to concern yourself with remembering past customers.

Test item 004-4.20-02

INSTRUCTIONS TO STUDENTS: Read each of the following statements and answer in the space provided.

1. What is the definition of **Clientele**?

2. List 5 techniques for building clientele.

3. What types of information should be included on a **customer/client card file**?

4. What are 4 reasons customers patronize a particular business?

5. Give two examples of **goodwill**.

KEY TO TEST ITEMS

SELLING

Test Item 004-4.01-01

1. true
2. false
3. true
4. true
5. false

Test Item 004-4.01-02

1. true
2. true
3. false
4. true
5. false

Test Item 004-4.02-01

1. b
2. e
3. a
4. d
5. c

Test Item 004-4.02-02

1. Action
2. Desire
3. Interest
4. Attention
5. Conviction

Test Item 004-4.03-01

1. false
2. true
3. true
4. true
5. false

Test Item 004-4.03-02

1. true
2. true
3. true
4. false
5. true

Test Item 004-4.04-01

1. b
2. d
3. b
4. a
5. c

Test Item 004-4.04-02

1. Lillian was too critical of a situation of which she knows very little.
2. I would not have made the negative comments.
3. The Advertising Director is probably very concerned about Lillian's ability to be loyal to the company and to behave in a professional manner.
4. Learn more about situations and talk with her employer.

Test Item 004-4.05-01

1. Yes, these activities build good customer relations.
2. If the business has good PR they will have more customers and thus greater sales.
3. Free parking
   Clean restrooms
   Free delivery
   Free shipping
   Free estimates
   and others
4. Voice can be friendly and courteous
   Handshakes to make the customer feel welcome
5. They create negative images of the business which influence others

Test Item 004-4.05-02

1. There are many possible activities. Some possibilities include:
   Invitations to an Open House sent to potential customers
   Coupons mailed to potential clientele offering discounts on products/services
   Joining the local Chamber of Commerce
   Sponsoring a community activity
2. Explanations will vary depending upon the activities named

Test Item 004-4.06-01

1. Identify the reason for the inquiry
   Answer the inquiry
   Be accurate
   Be friendly in tone
   Ask for feedback
   Ascertain that the customer understands

2. Role play guidelines:
   Did the student identify the client's reason for writing?
   Assign up to 15 points.
   Was enough information given to answer the inquiry?
   Assign up to 25 points.
   Was the information accurate and concise?
   Assign up to 20 points.
   Was the tone of the answer friendly and courteous?
   Assign up to 20 points.
   Was feedback requested?
   Assign up to 20 points.

Test Item 004-4.06-02
Was the inquiry answered?
Assign up to 25 points.
Was the information accurate and concise?
Assign up to 25 points.
Was the tone friendly and courteous?
Assign up to 25 points.
Was a proper explanation made?
Assign up to 25 points.

TEST ITEM 004-4.07-01

Mr. Wynn's advertisement was omitted because he did not meet the noon deadline.

Role play guidelines:

Was the policy stated?
Assign up to 25 points.
Was a proper explanation given for the omission?
Assign up to 25 points.
Were only accurate statements made?
Assign up to 25 points.
Was the tone friendly and positive?
Assign up to 25 points.

Test Item 004-4.07-02
1, 4

Test Item 004-4.08-01
Situation 1--Service approach may be used, customers have already indicated some interest in a particular type of merchandise
Situation 2--Merchandise approach
Situation 3--Merchandise approach
Situation 4--Greeting approach
Situation 5--Merchandise approach

Test Item 004-4.08-02
Situation 1
1. No
2. Merchandise or greeting approach

Situation 2
1. After it is observed that she keeps returning to the printed pens and pencils
2. Service/Merchandise combination

Situation 3
1. Greeting approach
2. Mr. Jones is already a client. You want to show that you are interested

Test Item 004-4.09-01
1. d
2. d
3. d
4. a
5. b

Test Item 004-4.09-02
1. false
2. true
3. false
4. false
5. false

Test Item 004-4.09-03
Guidelines for evaluation:
Was the student's attitude sincere and interested?--**Assign up to 20 points.**
Was there a purpose for asking questions?
Assign up to 20 points.
Were the number of initial questions limited to approximately 3? **Assign up to 20 points.**
Were questions spaced out?
Assign up to 20 points.
Were questions tailored to the customer type?
Assign up to 20 points.

Test Item 004-4.10-01

1. true
2. false
3. false
4. true
5. true

Test Item 004-4.10-02

1. c
2. a
3. b
4. c
5. b

Test Item 004-4.11-01

1. b
2. b
3. d
4. b
5. d
6. b
7. b

Test Item 004-4.11-02

1. Mostly emotional
2. He will gain confidence in his selling ability.
   He will gain approval from the client.
3. Mr. Crawford's business will improve.

Test Item 004-4.12-01

1. true
2. true
3. false
4. false
5. true

Test Item 004-4.12-02

1. true
2. true
3. false
4. false
5. true

Test Item 004-4.13-01

1. b
2. c
3. a
4. c
5. b

Test Item 004-4.13-02

1. b
2. b
3. b
4. d
5. a

Test Item 004-4.14-01

Evaluations guidelines for the sketch:

Is sketch interesting?
Is it appropriate for the season?
Is it neat?
Is it original?
Is it creative?
Does it use display design principles of balance, proportion, harmony, etc.?
In your opinion will this sketch help attract new customers and increase sales?

Test Item 004-4.14-02

1. true
2. true
3. false
4. true
5. true
6. false

Test Item 004-4.15-01

1. b
2. c
3. d
4. a
5. d

Test Item 004-4.15-02

1. a
2. c
3. d
4. c
5. d

Test Item 004-4.16-01

1. c
2. d
3. b
4. e
5. a

Test Item 004-4.16-02

1. b
2. d
3. c
4. c
5. a

Test Item 004-4.17-01

1. c
2. b
3. d
4. b
5. c

Test Item 004-4.17-02

1. b
2. d
3. c
4. b
5. d

Test Item 004-4.18-01

1. true
2. true
3. true
4. true
5. false

Test Item 004-4.18-02

1. Surveys
   Mailing lists
   Telephone contacts
   On-site visits
2. Testimonials or satisfaction
   Complaints
   Suggestions for improvements
   Ideas for new products/services to offer
3. Shows a concern for the customer/client and his/her satisfaction with the product/service
4. Upcoming Sales/Promotions
   Product updates
   Suggestions/Ideas
5. Should include 3 of the following:
   - advertise new products/services
   - improving customer relations
   - soliciting additional business
   - observing success/satisfaction with the product
   - gathering information for future sales
   - increasing customer's satisfaction

TEST ITEM 004-4.19-01

1. true
2. true
3. false
4. true
5. false

Test Item 004-4.19-02

1. Use good vocabulary/diction
   Ask qualifying questions
   Make suggestions based on benefits
   Get and give accurate information
   Give your name
   Get the customer's name and use it
   Be personable and friendly
2. It promotes a professional image
3. Adjectives should be expressive
   Will vary depending on product chosen by student
4. Makes them feel like more than a telephone number; is more personal
5. Each customer is different. The same "talk" will not be effective on clients with different needs, wants and interests

Test Item 004-4.20-01

1. true
2. true
3. false
4. true
5. false

Test Item 004-4.20-02

1. Clientele--regular customers/clients who request products and services from your business
2. Know customer's past purchases
   Remember customer's/client's name
   Remember names/slogans/logos used
   Give out business cards
   Maintain a client card file
3. Business name, address, telephone number, past purchases, special interests, etc.
4. Good quality products, good quality services, goodwill, business reputation, generosity
5. Attitudes toward customers
   Generosity
   Reputation
   (Two of these three)

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